

# **BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION**

**VOL. III—No. 2**

**E. M. CARTER, Editor**

**APRIL, 1917**

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To Members:—If you change your address, please notify Secretary E. M. Carter, Columbia, Missouri, giving your old as well as your new address. Address all communications to E. M. Carter, Secretary, Columbia, Missouri.

**Next Meeting M. S. T. A.—Kansas City, Nov. 15-17, 1917**

## **This Issue**

This issue of the Bulletin contains the Official Proceedings and Addresses of the Department Sessions of the St. Louis meeting. This completes the record of that meeting.

## **Program 1917**

President Richardson and the department chairmen are already at work on the Kansas City Program and are arranging a most excellent program. Mr. Richardson is in correspondence with some of the leading educators of the country and will be able to secure a number of these leaders for the Kansas City program. Letters have been received this early from a number of the county superintendents and others who feel that the Kansas City meeting will be one of the best and largest in the Association's history. Teachers should begin planning now to attend this gathering.

## **Trophies and Honors**

The Hess and Culbertson Trophy for the largest membership percent at St. Louis meeting was won by St. Charles County, with St. Louis County second. Greene County won the Association Trophy for the largest number of miles to the credit of its members. St. Louis won the flag for the largest county enrollment. The following counties won Certificates of Honor which were given for a membership percentage of 75 or above: Christian, Dade, Franklin, Johnson, Lawrence, Lincoln, Madison, Polk, St. Charles, St. Louis, Webster.

## Reading Circles

The number of Teachers' Reading Circle books consigned during the year 1916-17 is as follows: Fundamentals in Methods, 6001; Essays for College English, 5300; Methods of Teaching in High Schools, 1270. Complete reports have not yet been received on the sale of the books. In a later issue of the Bulletin this information will be given. About 60,000 Pupils' Reading Circle books were sold from September 1st to March 1st as compared to 12,000 for the corresponding period last year. Orders for these books are continuing to come in and the sales are running high. A complete report of the Reading Circles for the year will be printed in the July Bulletin.

## Missouri at N. E. A.

The attention of the readers of the Bulletin is called to the communications of the State Manager of the N. E. A., Miss Gecks, and State Director Martin. Missouri should have a large attendance at this meeting and no doubt the teachers in large numbers will take advantage of this fine opportunity to take a trip West, combining pleasure and profit. "For you a rose in Portland grows", July 7-14, 1917.

## Affiliation of District with State Association

The following resolution was passed by the State Teachers' Association at St. Louis, November, 1916:

"The executive committee of this association is hereby instructed to invite the several state district teachers' associations of Missouri to co-operate with it in enrolling the teachers of the state in both the state association and a district association. To this end the executive committee is authorized to enter into equitable business relations with the several district associations."

In conformity with the above resolution, the Executive Committee of the State Teachers' Association has proposed a plan for the joint enrollment in the State Association and the district associations, on the combination fee of \$1.00. A combination arrangement was made last year with the Southwest Missouri Teachers' Association at the suggestion of its Executive Committee, composed of Messrs. W. Y. Foster, Pres.; Pres. W. T. Carrington, Supt. F. H. Barbee, and Prin. E. E. Dodd. This arrangement proved very successful. The plan will be discussed more fully in the next issue of the Bulletin.

**COPY OF**  
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(Signed)

E. M. CARTER, Editor.

Sworn to and subscribed before me this 24th day of April, 1917.

(Signed)

L. T. SEARCY, Notary Public.

(SEAL)

(My commission expires January 11, 1919.)



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## PROCEEDINGS AND ADDRESSES—DEPARTMENT SESSIONS

### EDUCATIONAL COUNCIL.

President, John P. Gass, Sedalia.

Secretary, Mrs. Myrtle Threlkeld, Shelbyville.

Wednesday evening, November 15, 1916.

The Educational Council met in the Library Building in St. Louis at 8:00 p. m. on November 15, 1916, Superintendent John P. Gass, presiding.

A splendid paper on "Revision of the Article on Education in the State Constitution" was submitted by Dr. Isidor Loeb and highly appreciated by the large number present. A very interesting discussion then followed by R. H. Emberson, Dr. Phillips, Miss Griffin, Dr. Kirk, Dr. Evans, Supt. Baker, Mr. Melcher, Dr. Dearmont, Miss Fruchte and Supt. Blewett.

The Chair appointed the following as a nominating committee: Mr. O'Rear, Mrs. Greenwood and Dr. Carrington, who selected Mr. E. L. Henricks of Warrensburg for Chairman and Mrs. Griffin of Kansas City for Secretary. The nominations were accepted and unanimously elected.

Council then adjourned to meet in Kansas City in 1917.

John P. Gass, President, Sedalia.

Mrs. Myrtle Threlkeld, Secretary, Shelbyville.

### REVISION OF THE ARTICLE ON EDUCATION IN THE MISSOURI STATE CONSTITUTION.

By Dr. Isidor Loeb, Columbia.

In considering the revision of the Article on Education in the Constitution of Missouri, the general principle at the basis of all constitutional enactments must be observed. Nothing should be included in a written Constitution except that which is fundamental in nature and should not be subject to modification by the General Assembly. As regards all other matters the legislature should be free to enact laws and to change them from time to time as it deems desirable.

In the first Constitution of Missouri, adopted in 1820, there was an Article on Education but it did little more than recognize the institutions of public schools and a University established by the grants of land from the National Government. In 1865, when the second Constitution was adopted, more attention was given to the subject of education and provisions were incorporated regarding the organization and support of public schools and the University. Ten years later the present Constitution elaborated these provisions somewhat more in detail.

Within the limits of this paper it will not be possible to consider all of the details in the Article on Education in our present Constitution, nor all matters which should be incorporated in a revision of this Article. It will be more desirable to restrict the discussion to the subjects of chief importance such as the organization and powers of the state educational administration, the determination of the unit for local control, and the provisions for state and local support of public education.

The original state organization for educational administration in Missouri was modeled upon that existing in other states. The Act of 1839 which is at the basis of our public school system left most matters to local initiative and control. It is true that provision was made for a State Superintendent of Common Schools to be elected by the General Assembly. His original functions, however, were quite limited and in 1841 the legislature decided to abolish the separate office and to confer the function of state supervision of education upon the Secretary of State. The independent office of State Superintendent was re-established as an elective office in 1853 and continued to exist until 1861 when, on account of the war, the Secretary of State was again made *ex-officio* Superintendent. The Constitution of 1865 re-established the office of State Superintendent of Schools as an elective office and this has been continued by the Constitution of 1875.

While the Constitutions have provided for a State Superintendent of Schools, there has been manifested a reluctance to vest general supervision of the public schools in a single official chosen by popular election from among nominees of political parties. Instead there has been created a State Board of Education in whom this power has been vested by the Constitution subject to definition by the General Assembly. The Constitution of 1865 made the Superintendent of Schools, the Secretary of State, and the Attorney-General members of the Board of Education. The Constitution of 1875 added the Governor to the Board. As its membership is entirely *ex-officio* it has not been possible for the legislature to give the Board of Education any important functions. The powers of the State Superintendent have been increased from time to time but local autonomy has been preserved and no effective State administrative control has been established over the public schools.

The same year, 1839, which witnessed the establishment of our public school system was marked by the enactment of the law organizing the University of Missouri. This institution was placed under the control of a board of curators elected by the General Assembly and its administration was in no way connected with that provided for the public schools. Later the appointment of the members of the board of curators was vested in the Governor subject to the confirmation of the Senate. As the state normal schools and other state educational institutions have been established provision has been made for their control by separate boards appointed by the Governor with no provision for coordination or cooperation except that the State Superintendent of Schools was made *ex officio* a member of each board of regents of state normal schools and Lincoln Institute. Another exception to the general rule is found in the establishment of the College of Agriculture and Mechanic Arts and the School of Mines and Metallurgy as divisions of the University of Missouri under the control of the board of curators.

From the above it is clear that our system of public education is characterized by local independence in the administration of laws relating to the public schools and by a system of separate organization of state educational institutions which tends to produce competition and a lack of co-operation. Under this system the local authorities are not provided with expert advice or assistance, there is a lack of harmony in the administration of state laws among different localities, proper coordination is not secured among the different branches of public education and wasteful duplication of activities may obtain among state educational institutions. This condition is not peculiar to Missouri but obtains in the great majority of American states.

The defects of the prevailing situation have become more manifest with the increasing complexity of our social, industrial, and political life and the demand has arisen for a better organization of particular parts or of the whole educational system. The subject has received careful consideration from experts in educational administration and much progress has been attained in a few states. In Missouri certain provisions of our Constitution have prevented the General Assembly from introducing the necessary reforms. Accordingly, the problem becomes one of modifying those sections of the Constitution which present obstacles to proper educational legislation.

The Missouri Constitution provides for a State Superintendent of Schools to be elected every four years by the qualified voters of the State. The qualifications prescribed for the office do not include any test of technical training or administrative efficiency. Experts who possess such qualifications will not usually become candidates as they fully realize that popular choice is not a satisfactory method for making a selection in such cases. Personal popularity, partizan zeal or oratorical ability are not qualities which have any necessary relation to educational administration any more than to similar services by a lawyer, physician, or engineer. In all justice it must be said that Missouri has secured men for this office who possessed higher qualifications than could have been anticipated under the operation of the system. Their nominations, however, have been secured in partizan conventions and primaries and the people have not been willing to confer the necessary administrative powers over public education upon any man who represents party interests and control.

The State Superintendent accordingly, has been limited to powers of an advisory character and only recently, under the influence of stimulative aid, has he been able to exercise some power of regulation over some special classes of schools. The interests of the State in securing a unified and efficient system of public education demand that there shall be an efficient state supervision and control. As powers of this character will not be granted to a political nominee chosen by popular election it is necessary to change the tenure of the State Superintendent. For popular election must be substituted some system of appointment which will eliminate partizan considerations and secure administrative skill.

This problem has engaged the attention of students of educational administration in this and other states and the conclusion has been reached that the best method is to place the entire public school system under the general control of a board of education consisting of a small number of members appointed by the Governor. This board determines all general policies and appoints as its chief executive officer a superintendent or commissioner who has charge of the administration of all matters decided upon by the board. This plan has been used with great success in some states and has been approved by the teachers of Missouri in the following resolution adopted by the Missouri State Teachers Association at its meeting in November 1915:

"Resolved, that this Association favors a continuous long term, non-partizan, appointive State Board of Education vested with general control of all the public educational work of the State, with the power to appoint an executive-secretary who shall be the State Superintendent of Schools."

As already indicated a State Board of Education is not a new idea in Missouri. As early as 1835 an act relating to public schools provided a board of commissioners for literary purposes consisting of the Governor, secretary of state, auditor, treasurer, and attorney-general. The Act never became effective but the inclusion in the two constitutions of 1865 and 1875 of provisions for a state board of education furnishes evidence of the conviction that educational administration was a matter of such vital importance that policies should not be decided by one man but should represent the results of the deliberation of a group. The present board of education is defective, however, in the character of its constitution and in its relation to the State Superintendent. An *ex officio* board can not be efficient as its members are too busy with the important duties of their own respective offices. Moreover, there is no assurance that any *ex officio* member, except the State Superintendent while a member of the Board is entirely independent of it. Our experience has shown that the legislature will not confer any effective regulatory powers upon an *ex officio* board of education.

The state board of education should be composed of seven members one to be appointed each year by the governor for a term of seven years. This will not only preserve continuity of policy but will prevent a governor from exercising undue control of the board. The members should receive no compensation except traveling expenses. It is not intended that the members of the board will be educational experts. They will be expected to determine general policies but will leave their execution to the commissioner of educa-



tion and his deputies all of whom are appointed by the board. Experience shows that a higher type of members for such a board can be secured where no compensation is attached to the office.

While it is clear that the state board of education should have full supervision and control over elementary and secondary education an important question arises regarding its relation to the state normal schools, the University of Missouri, and other state educational institutions. The desirability of unifying and co-ordinating the educational work of the state leads apparently to the logical conclusion that all agencies engaged in any phase of this work should be placed under the general supervision and control of the state board of education. It is argued that only in this way can unhealthy competition, wasteful duplication and lack of cooperation be avoided. On the other hand it is claimed that the nature and methods of higher education make it desirable that its administration should be separate from that of elementary and secondary schools. Their union under a single board would, it is argued, tend to the subordination of the interests of one or the other. Some insist that the board of education would be dominated by those who are primarily interested in higher education while others assert with equal emphasis that a board whose chief functions have to do with elementary and secondary schools would hamper and seriously impede the development of educational activities in colleges and professional schools. Both sides doubtless exaggerate the possible evils but it is clear that a difficult problem is presented. It is further complicated by the long continued separate history of the different state educational institutions of Missouri. The better view appears to be that the Constitution should give the General Assembly full power to bring any and every public educational activity under the jurisdiction of the state board of education but that pending such action the existing organization should be continued. This plan will enable the state board of education to devote its first attention to the formulation of plans and policies for elementary and secondary education. With the advice of its educational experts it will then be in a position to make suitable recommendation to the legislature regarding the proper organization of the administration of state educational institutions.

The question of the proper unit of local educational administration is one which has received extensive consideration from many sources. That which gives occasion to its discussion in this paper is the fact that provisions of our existing Constitution apparently restrict us to the district plan. While this is not expressly stipulated it is implied from provisions relating to local taxation, etc., so that any other system formulated by the legislature would be of doubtful validity.

Educational opinion throughout the country has condemned the district as a wasteful, inefficient and inadequate unit of educational administration. As between the township and the county the weight of authority favors the latter particularly for a state like Missouri where for the most part the township has no governmental functions and the county is the primary unit in local, rural administration. Here again the Missouri State Teachers Association has expressed the opinion of educators by declaring "that it is the sense of the Association that the County Educational Unit is far more efficient than our present district unit system and that we favor the establishment of the County Educational Unit in Missouri at the earliest possible date."

It is unnecessary at this time to set forth in detail the arguments in favor of the county educational unit. Fundamentally they are all embodied in the principle that a child in one part of the county is entitled to receive as satisfactory instruction as one in any other section of such area. Under present conditions it is notorious that owing to accident or design some district with maximum rates of taxation cannot raise adequate funds while an adjoining district requires little if any local taxation for school purposes. If the people of the entire county cooperate in raising revenue for roads and bridges regardless of their location why should they not with equal or more willingness contribute to the education of future citizens regardless of their residence.

It is clear that the Constitution should make it possible for the legislature to establish the county as the unit for educational taxation and administration but in view of the opinion of the great majority of educational administrators it appears that it should go farther and make this mandatory. Of course it is not intended to abolish the separate city district. Difference of opinion will naturally exist regarding the test to be used in exempting a city from the county educational unit. The real test is its ability to maintain a complete system of elementary and secondary education under efficient supervision. It will probably be most expedient to use population as a test and provide that cities with, for example, 1500 population or more shall be a separate school unit of taxation and administration. The General Assembly, however, should have power to authorize any city within the exempted class to annex itself to a county unit. It should also have power to provide for other school units subjects to the qualification that none shall be formed that is not able to maintain a complete system of elementary and secondary education under efficient supervision. The General Assembly could in this way provide for the consolidation of a number of city districts in a densely populated county.

Finally the problem of adequate revenue for public educational purposes leads to the necessity for revision of existing constitutional provisions. It is well known that before the adoption of the present Constitution Missouri had an unfortunate experience in the matter of public aid to railroads as a result of which large debts were incurred by the State and local governments. Under the influence of this condition there were incorporated provisions in the Constitution of 1875 which not only prohibited such aid for the future but placed strict limitations upon the amount of public debt and the rate of taxation for state, county, city and school purposes. Moreover, there was discrimination against rural school districts in this matter as they were permitted to levy a maximum rate of only sixty-five cents as compared with one dollar in city school districts. While justification may exist for limiting the rates of taxation for general governmental purposes this is not true of taxation for public education. The existing limitations on school taxation have been serious obstacles to educational development and should be removed.

The limitation upon the State's power of taxation has also been a drawback to educational progress. Public education has long been regarded as a function of the State and the Constitution of 1875 recognizes this by requiring that at least one-fourth of the general revenue of the State shall be applied to the support of public schools. The General Assemblies have been more liberal than required by the Constitution and have regularly appropriated one-third of the general revenue for this purpose. While this amount has not furnished adequate aid to local districts it has taken such a large amount out of the general revenue that the legislature has not had sufficient funds to meet the legitimate needs of state departments and institutions. The deficiency could not be supplied by taxation as the maximum rate for general state purposes is fixed by the Constitution at fifteen cents on the hundred dollars valuation.

What is needed is a special State tax for public schools. This should be fixed at a minimum which will be sufficient to provide a certain sum for each pupil in average daily attendance in the public elementary and secondary schools of the State. Each county should also be required to levy a tax for public school purposes the rate of which should not be less than that of the state public school tax. The legislature should be required to provide for the apportionment of the income from the state and county school taxes and from public school funds in such manner as will tend to best equalize the advantages of education throughout the state. Provisions of this character would tend to the realization of the ideal that a child in one part of the State should have as good instruction as one in any other section.

The Constitution should also require the General Assembly to provide adequate support for the University of Missouri, the State Normal Schools, and other educational institutions. If a special tax is provided for public school purposes it is possible that the general revenue will be adequate for

the support of state educational institutions. The legislature should have authority, however, whenever necessary, to levy a special tax for such purposes.

Whether considered from the point of view of its essential character or of the revenue which it requires for its support public education is easily the most important function of our State and local governments. As educators we are in a position to understand the defects and deficiencies of the existing situation. We are thus peculiarly qualified to demand in the name of the youth of this State such changes in our organic law as will make possible the proper coordination of the agencies of public education, the elimination of waste and inefficiency in the administration and the provision of such public support as will enable them to furnish adequate training for citizens in a democracy.

### DEPARTMENT OF RURAL SCHOOLS.

Chairman, H. T. Phillips, Lexington.

Secretary, Miss Jannette R. White, Hallsville.

Meeting held on Thursday afternoon, November 16, in Auditorium, Third Baptist Church.

The presiding officer, H. T. Phillips, appointed the following Committee on Nominations: County Superintendent Bert Cooper, Maryville; County Superintendent Margaret Squires, Carrollton; and former County Superintendent A. F. Borberg, Union.

"Making the School the Community Center" was discussed by Miss Ruth Lowrey, Warrensburg; Supt. Fred Miller, St. Louis County; Miss Oakland Maupin, Carroll County; and County Supt. Clyde Akers, St. Francois County.

Address Prof. G. W. Reavis, Columbia.

Address Miss Belva Cuzzort, Bureau of Education, Washington, D. C.

The committee on Nominations reported the following officers for 1917 who were elected:

Chairman, T. J. Walker, Rural School Inspector, Jefferson City.

Vice-Chairman, Co. Supt. G. K. Gilpin, Buchanan County, St. Joseph.

Secretary, Miss Lizzie White, Co. Supt. Vernon County, Nevada.

No further business appearing the meeting adjourned.

H. T. Phillips, Chairman, Lexington.

Jannette R. White, Secretary, Hallsville.

### COMMUNITY AWAKENING.

By Belva Cuzzort, U. S. Bureau of Education, Washington, D. C.

It is not of great importance what form community organization takes. There are, of course, many advantages if the outline of organization is uniform for a large section of the country; it facilitates the matter of organizing, lends some prestige to the organization, and starts active work along particular lines. This is the value of having several kinds of clubs and associations that the teacher may organize in the particular school district. However, the important matter is to awaken the community. This should be kept in mind in all community work. Sometimes it is better not to start any organization for several months. Awakening life is a very personal bit of work; it includes all the reverence for personality due to social contact with any person or group of persons. Thus, an organization must ever keep in mind the needs and interests of all the members of the community and must be quick to recognize the contributions made to the cause by all alike whether the contribution be great or small.

Community life is awakened in several ways. It all depends on the state of mind in which the community is found in the beginning. Community life is not awakened by merely telling people what others are doing and suggesting that they do the same for themselves. It is awakened by giving them the eyes with which to see themselves. Sometimes this is best done by showing them what other communities having similar interests are doing. This is usually the method in pulling any community out of its own rut because it is nearly impossible for a community to see itself in a rut at first hand; it must see other folks pulled out of it. Thus, pictures of more efficient household management, community club house for social purposes, and in the rural community better farm management are of importance in getting the people to turn their eyes upon themselves. With this outside information there needs to be a very sympathetic community leader who can point out ways in which energy is wasted and unnecessary discomfort endured. For example, they must be shown definitely that the pleasure of a commencement social held out in the open is largely lost by the graduates having to prepare for it for three successive evenings owing to inclement weather, when a pavilion in the park might have made a substitute plan possible the first evening.

Sometimes a community can be awakened by startling information concerning itself, as, for example, the large proportion of illnesses from particular diseases, the low percentage of school attendance and the lack of comforts in the home that make proper personal care possible. Again, the community can be awakened by showing a very sympathetic and wholesome interest in the problems of the community. The following instance illustrates this point: A farm woman in a particular locality where city residents came for the summer had helped paper and decorate a summer home. It happened that the city housewife was expert in household management and had planned the house more economically and, at the same time, more artistically than the country woman had planned her house. This country woman had helped three seasons in getting the home referred to ready for the summer, yet she made no improvement in her own home. The city woman was very much surprised that this had caused no improvement in the country household. However, it was found that there had been no companionship or social relations between the two that would stimulate the country woman to direct her efforts along the same line. Had the city woman gone into the other woman's home and given suggestions suitable for the furnishing and decorating of the latter's home, no doubt there would have been some change.

Again, a community is awakened by gradually becoming accustomed to different modes of living. A house is not better ventilated by merely knowing that there should be ventilation. It is better ventilated because the persons in the household have learned to like much fresh air and are physically sensitive to the foul air in the room. Thus a well ventilated school building frequently used for meetings of sewing circles and other social interests of the community is one of the best means of getting people interested in ventilating their own homes. Again, a leader is needed to tactfully make the suggestions at the opportune time.

Thus the community awakening is not a crude bit of work. It deals with life and, therefore, is sacred. It is the way the community is awakened that has much to do with the success of community organization in whatever form and in whatever line of work they may take up.

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### MAKING THE SCHOOL THE COMMUNITY CENTER.

By Oakland Maupin, Wakenda.

I am pleased to be able to tell you of the rapid progress that our county has made along the line of community center work during the past two years. There never was a time when the patrons of the school, the teachers



and pupils have been so closely drawn together. This has been accomplished in various ways.

We have an exceedingly able County Superintendent. It is to Mrs. Squires that Carroll county owes its progress in this work as well as in many others.

Last year we had a county round up, the first thing of its kind ever held in Carroll county. People attended for miles around and everybody was delighted. The teachers met some of their patrons that they hadn't seen before and went back to communities of friends instead of strangers.

Out of this friendly spirit our Parent-Teachers Associations grew. We have eleven country associations besides one in each town of any size in the county. Where these associations appear and the community spirit is aroused, complaints vanish and we find better school houses and equipment. For my school this fall \$45.00 has been expended for library books, \$37.50 for an agricultural chart, ten new desks and new shades purchased, the interior walls decorated and a new coal house with a cement floor has been built.

Our superintendent and farm advisor spend three and four nights weekly at the different school meetings. At these meetings topics of general interest are discussed by both the farmers and the visitors. The people coming to the school recognize its needs and have supplied several of the schools with basket ball courts and equipment, victrolas and pianos. Some of the schools with help of the associations have given pie suppers, etc., where \$20.00 to \$30.00 has been raised and the whole community has shouldered the burden of the affair instead of the teacher doing it alone. A unique plan for raising money which several schools have tried is that each child bring a fat chicken to school. During the day the huckster calls and gets the chickens and the money is spent for the school.

In my township last winter we had what we called educational week. Mr. Talbert came from Columbia to assist our superintendent and farm advisor. During the day they visited the schools, staying a half day at each where the people came in and talked things over then at night all of the schools came into one center where we had illustrated lectures and a program by one of the schools.

Other things, which have helped the community spirit along in Carroll county, are township spelling matches, ciphering matches, fairs and boys and girls clubs.

In my school at present everybody is interested in our school lunches. We have part of our cloakroom made into a kitchenette, have a coal oil stove, safe, which the boys made and a table. Next week we are going to invite some of the mothers to take dinner with us.

Many of the teachers in Carroll county are doing much more than I. I talk so much of my own work because I am not so familiar with theirs. Their plans are similar.

These are a few of the methods being used in Carroll county to raise the standard of our Rural Schools. We are looking forward to the time when the school shall answer the community needs and parents and teachers will work together to give the children a happy wholesome childhood and help them to grow into good citizens.

## MAKING THE SCHOOL THE COMMUNITY CENTER.

By Ruth Lowry, Warrensburg.

The first attempt at any organized effort in Walker Community was the organization of a Grange in February, 1914. The organization began with twenty-four charter members and in two years has more than doubled its membership. The growth and improvement in Walker Community may be attributed largely to the influence of the Grange. Beside the usual routine



of business found in any organization, we have in the Grange what is known as the Lecturer's Hour. At this time various kinds of programs are held. Problems relating to the farm, the home and the school are discussed. The professors in the agriculture department of the State Normal are invited to be with us at different times to discuss different farm problems; professors of the educational department to discuss school problems and physicians to discuss prevention of diseases and sanitation. These are just examples to show the nature of the programs. Some evenings are turned over entirely to a social good time among the members. For example on Halloween night a mask party was given. Again an old fashioned husking bee was held at which corn shucking and corn stringing contests were engaged in. Refreshments suitable to the occasion are served. Such meetings in a community mean the upbuilding of the social life, the raising of the moral standard and the development of the community attitude.

The Grange is held in the school house and as a result of this the people began to feel the need of a building where community meetings could be held. What was still better they began to realize that the old building, which had been there over fifty years no longer so much as serve for educational purposes. As a result our splendid school building was erected the summer following the organization of the Grange. They have now a building any community might well be proud of. It consists of two large rooms which may be thrown together by means of sliding doors, a cloak room, a hall and a small library room. A Moore's heating and cold air ventilating system was placed in one room which will heat both when thrown together.

The first meeting to be held in this building was a school of Home Economics under the supervision of a teacher sent out by the Extension Service department of the University. The school proved a great success there being an enrollment of thirty mother's and young girls. This school sowed the seed for the Home Maker's Club which was to be organized later. The various Grange programs had also led the mother's of the community to realize the need of studying the problems relating to the home, the school and the community betterment.

In January, 1915, the president of the Johnson County Home Maker's Club requested the teachers in the rural districts to organize the mothers and young girls of the community into a Homemaker's Club. I invited the mothers to meet at the school house early in February. That afternoon we organized the Walker Homemaker's Club with eighteen members. The influence of the club on the community has been very marked in the short time since its organization. The club meets the second and fourth Wednesday of each month. Subjects which suit the particular time or season are discussed. For example in early spring such topics as gardening, housecleaning, chicken raising, etc. are discussed.

Several very practical demonstrations have been given in connection with the programs. In the summer following its organization the club held another school of Home Economics. This school proved to be even a greater success. The enrollment this time reached over forty.

Thru the efforts of the Homemaker's Club a Sunday school has been organized. We have now an excellent Sunday school which meets at the school house on Sunday afternoons. Another thing the club did last year was to place a good magazine in the school library. To me the greatest work of the club has been the creation of the spirit of cooperation between the home and the school. Before the organization of the club very few mothers ever visited the school when in actual session. The club meetings are held in the high school room. So often the mothers arrive before time for dismissal and drop into my room to wait. They saw for themselves the work of the pupils and of the teacher. They became interested in what we were doing. Now they visit the school on purpose. Before the organization of this club we got very little encouragement in our school fairs. Now we have no trouble in getting all the cooperation needed. During the past summer we had the young girls organized into a canning club. This winter we have in our school a sewing club. I believe the one solution for the problem of

co-operation between the home and school is to organize the mothers and acquaint them with the needs of the home and the school. After that there need be little fear as to whether they will be interested in their school.

## DEPARTMENT OF SCHOOL ADMINISTRATION.

President, Herbert Pryor, Mexico.

Secretary, Miss Roxana Jones, Milan.

### General Meeting.

Friday morning, November 17, 1916.

In the absence of President Pryor, who was kept away on account of illness, Supt. E. M. Sipple, of Moberly, presided. Mr. L. H. Strunk, of Mexico, was acting Secretary.

The following topics were discussed:

"Standard Tests as an Aid in Supervision," by Dr. Carter Alexander, Peabody College for Teachers, Nashville, Tenn.

"Supervision of Instruction to Secure Better Methods of Work on the Part of the Pupils," by Mr. Geo. R. Crissman, Warrensburg State Normal School.

"Methods of Improving Teachers in Service," by Mr. J. N. Crocker, Superintendent of Schools, Cape Girardeau.

"Suggestions for the Use of Scientific Measurements of Results in the Supervision of Instruction," by Mr. E. M. Sipple, Superintendent of Schools, Moberly.

The following officers were elected for 1917-1918: President, Supt. S. A. Baker, Jefferson City; Secretary, Prin. L. H. Strunk, Mexico.

E. M. SIPPLE, Acting President, Moberly.

L. H. STRUNK, Acting Secretary, Mexico.

### City Superintendents' Division.

Chairman, G. W. Diemer, Excelsior Springs.

Vice-Chairman, F. G. Roth, California.

Secretary, C. E. Chrane, Boonville.

Thursday afternoon, November 16, 1916.

Meeting called to order by Chairman G. W. Diemer who introduced Mrs. W. H. Jobe, State Organizer of Parent-Teacher Association and Congress of Mothers for Missouri, who in a short address outlined the work that is being done by the Parent-Teacher organization in Missouri. After which the following program was rendered: General Subject: Efficient Supervision by the City Superintendent. Address: "Supervision in the Grade School," Supt. E. M. Sipple, Moberly. Paper: "Supervision in the High School," Supt. Geo. Beasley, Liberty. Round Table. Discussion of General Subject, led by Supt. M. B. Vaughn, Montgomery City.

Transaction of business and collection of papers for general secretary. Supt. Pryor not being present, the topic assigned to him was not discussed.

The Chairman appointed the following committee on Nominations: O. G. Sanford, Palmyra; Supt. A. L. Threlkeld, Unionville; Supt. L. McCartney, Hannibal.

The superintendents who took part in the discussion of the General Subject were: Supt. Lee, Sikeston; Supt. Chrane, Boonville; Supt. Robinson, Pleasant Hill; Supt. Sipple, Moberly; Supt. Howard, Caruthersville; Supt. White, Flat River; Supt. Diemer, Excelsior Springs; Supt. Seaton, Macon; Supt. Robertson, Webster Groves; Supt. Grove, Poplar Bluff; Prin. Beswick, Jefferson City; Prin. Dienst, University High School, Columbia; Supt. McCartney, Hannibal.

The report of the Nominating Committee, which was accepted, follows: Chairman, Supt. W. D. Grove, Poplar Bluff; Vice-Chairman, C. E. Chrane, Boonville; Secretary, S. F. Bonney, Shelbyna.

G. W. DIEMER, Chairman, Excelsior Springs.  
C. E. CHRANE, Secretary, Boonville.

#### County Superintendents' Division

Chairman, T. R. Lockett, Sedalia.

Secretary, Miss Gertrude Thompson, Rockport.

This division met in 212 Central High School on Thursday afternoon, November 16th at 1:30 p. m. The only business transacted was the election of the following officers for 1917:

Chairman, T. R. Lockett, Sedalia.

Secretary, Miss Roxana Jones, Milan.

No further business appearing, the meeting adjourned.

T. R. LUCKETT, Chairman.

#### School Board Division.

Chairman, F. B. Miller, Webster Groves.

Secretary, Allen D. Morrison, Green City.

Thursday Afternoon, November 16, 1916.

Meeting was called to order at 2:20 by F. B. Miller. The secretary being absent, Mr. J. C. Seger was elected to serve as secretary.

Robert L. Morton, J. C. Seger, and W. E. Bamblar were elected as members of the nominating committee.

Dr. M. P. Ravenal, University of Missouri, delivered an able and extremely instructive talk on "The Relation of Medical Inspection to Preventive Medicine. It was the unanimous wish of the meeting that the Doctor would reduce the main features of his talk to writing so that it might appear as a matter of record for the Association, to the end that every member of the Teachers' Association might profit by it.

Allen D. Morrison, not being present, the subject of "How Should School Boards Order Supplies and Who Should be Purchasing Agent" was discussed by those present. Much information regarding blanks to be used and many other points of interest was produced.

Mr. E. F. Nelson, not being present, "The Ideal School Director" was taken up in general discussion and while it was the consensus of opinion that "there was no such animal," yet there could be found certain types of men that could and would serve well in the position of Director.

While only about fifteen were present, nevertheless it was a very interesting meeting.

Committee on Nominations reported and the following were elected: F. B. Miller, Chairman, Webster Groves; D. D. Homes, Maplewood, Secretary.

F. B. MILLER, Acting Chairman, Webster Groves.

J. C. SEGER, Acting Secretary.

#### SUPERVISION OF HIGH SCHOOL BY THE CITY SUPERINTENDENT.

By Supt. Geo. H. Beasley, Liberty.

My search for material upon this topic has convinced me that very little has been written upon the subject as stated. I have been made to believe that there is no clear understanding of supervision in the High School from any stand point. That while much effective work in this line has been done and is being done by the city superintendent, not much of it has been

classed under the head of supervision and hence we have need of a better understanding and a more complete definition of terms.

The city superintendent is an officer who is regarded by many as a supernumerary. He has no legal status. His qualifications and duties are not defined. He is regarded by many teachers and by some School Boards as rather convenient to run errands, to sell tickets for school entertainments, to make reports, distribute pay checks to the teachers and to answer the phone—notify pupils to bring home five cents worth of thread or possibly a head of cabbage.

I am reminded of an experience which I had upon taking charge of a school in this state, in the middle of the year. When I had been there only a week the grade cards were ready for distribution. I looked them over and found that some little ones in the Third Grade had very low deportment. I wondered what could be the cause and asked the principal of the building to bring the pupils into the office. She brought ten of them in, and they were about as frightened as any group of little folks I have ever seen. I talked to them and called their attention to the deportment card and asked them what it meant. I said "Who is this talking to you?" They answered, "It is our new superintendent." "What is his name?" They could not answer. "What is a superintendent for?" "To whip the kids," came the quick response in a chorus. I explained that I would not accept a job of that kind and asked again what is the superintendent for? "To look after the teachers and tell us when there is a fire," said one. I said "No, the janitor could do that." I pushed the matter further and one of them said, after a great deal of hard swallowing, "To look after the teachers and draw his pay."

I am convinced that there are plenty of people in Missouri who have no better notion of the function of the superintendent than did these little children.

In the short time which is allotted to me, I shall discuss briefly some of the things which should be classed under the head of Supervision of the High School by the city superintendent.

In the larger High Schools many of these problems are met by the High School principal, the superintendent operating through him. But in the smaller high schools, and indeed in the average high school of Missouri, they are often met by the superintendent alone or by the superintendent and principal jointly. Fortunate indeed is the superintendent of the average high school of Missouri, who has the assistance of a principal and a competent corps of teachers, who have been in the place long enough to be of real service in making the proper adjustment of the high school of the community.

The problem of School Administration is no less a business proposition than a professional one. The business and professional phases are, however, so closely related as to be almost inseparable.

The prerequisite for a good high school is good work done in the grade school. I believe that it was Dr. Johnson who said that in order to educate a man you must begin with his grandmother.

Likewise, since the high school teachers have to use the material furnished to them by the grade school, the superintendent has performed his first official act, in behalf of the high school when he has unified the school system to the extent that there is a proper adjustment between the teachers and the curriculum of the one school and that of the other, so that boys and girls coming from the grades will find it possible to make the adjustment without the serious loss which so often occurs.

This means, of course, capable and conscientious teachers, and adequate equipment in the grade schools. The high school, who visits the grade schools also, is a wise inspector, and is placing emphasis where it will do much good. Many communities boast of a high school on the "Star list" accredited by the North Central Association of Schools and Colleges where there exists in that community a painful and almost criminal neglect of the children and teachers in the grade school. It often happens that money is spent in the High Schools for equipment and apparatus scarcely needed and seldom used when the children of the grades are crying for

bread, as it were, for they are denied not only the needed material for expression work in drawing, paper cutting, clay modeling, etc., but actually have to do without supplementary readers.

The first problem therefore, of the city superintendent is a business one, namely: to run the schools justly and economically—not at a less tax rate but with the purpose of obtaining the greatest efficiency with the funds at hand.

I claim, therefore, that the city superintendent is performing his function as a supervisor of the high school when he is doing any one of the following things:

1. Selecting an efficient corps of teachers.
2. Unifying the school system and making an equitable distribution of forces and funds.
3. Determining the content and sequence of studies in the high school curriculum.
4. Determining the length of the school periods.
5. Determining the length of the school day.
6. Determining the classes to be taught by each teacher.
7. Determining the number of pupils in each class.
8. Determining the number of studies to be taken by each pupil.
9. Determining the subjects which should be alternated by years.
10. Helping to give the right attitude and create a wholesome school spirit.
11. Providing for the uses of school activities to motivate school work.
12. Last, but not least, supervising classroom instruction.

#### **Efficient Teachers.**

The most important problem of the high school is that of securing a competent corps of teachers. The teacher is the real dynamic force of the school. Good teachers are the one indispensable necessity. The reason the high school product is criticized, and is unsatisfactory to the state and to higher institutions, everywhere, is first our lack of knowledge of the demands and second lack of teaching ability. So long as we have inferior teachers no amount of supervision will prevent our failure to produce satisfactory results.

"One can not make bricks without straws" and with teachers who are uninspired, unsympathetic, or frivolous, or commercial, or ignorant of civic affairs, and who are unwilling to co-operate and work for the general good, our high schools will fail to meet the demands justly laid upon them. With the poorest building and equipment and with the most hopelessly unpedagogical course of study the true teacher will get good results; with adequate equipment and a course of study arranged by the inspiration of an angel from heaven the poor teacher will neutralize all its good effects.

Fortunately, with the kindly assistance of the State Department, and our colleges and university, many of our high schools are fast eliminating from their corps of teachers the hopelessly incompetent, and Missouri High School faculties will compare favorably with those of any other state. The city superintendent who is to be held responsible for the kind of a high school in the community must be given a voice in the choice of and power to control the corps of teachers for the same reason that the manager of a large business is given a voice in the choice of his co-workers.

#### **Control Through the Course of Study.**

Public high schools have entered upon a new and rich field of service. Its pupils no longer look chiefly to the college and the learned professions, as people called them a few years ago. Within the memory of all of us high schools were to prepare for college. Not so today. In addition to those preparing for college, our high schools are crowded with boys and girls who want to prepare immediately for business and for life. These boys demand agricultural training, mechanical arts, including drawing, and drafting, pattern making, foundry practice, joinery and machine-shop prac-



tice. The girls call for dressmaking, costume-designing, millinery, cooking and household economy; boys and girls alike want stenography, and accounting and economics. Hence it is no small part of the supervisor's duty to provide a curriculum to meet these needs as well as may be. He must see that the course of study is vital; that provision is made to transfer, in the few years allotted, in the most thoro manner a certain relatively complete fund of knowledge which is to prove useful in the life of the individual pupil. This may cause the superintendent to break away from the traditional courses of study formerly arranged under the following heads: English Course; Literary Course; Science Course, and Mechanic Arts Course, and make what is better, one course with certain required studies, and with the rest elective, and so distributed as to make them available to those who need them most, even disregarding at times the so-called standards in the interest of individuals. The properly supervised high school is not standard centered, or teacher centered but pupil centered. "I asked for bread, ye gave me a stone" will not be said of a well supervised High School.

#### **Relative Values— Control Through Proper Distribution of Classes, Etc.**

The superintendent who wishes to make the best use of the funds appropriated, must determine the number of periods in the school day; the number of periods to be taught by each teacher; the number of pupils in a class unit; the number of daily recitations for each pupil, etc. These items are of professional and economic value to the high school and constitute a very important part of the work of the supervisor. Their adjustment will vary with the community, the funds available, and with the ideals and purposes of the school.

A long school day gives more opportunity for choice of subjects and for supervised study. Five periods of class room instruction per day is enough, but there might be circumstances in which six would be more nearly just and right. Twenty-five pupils in a division is a good standard, but the superintendent should know that it costs one-fifth more to maintain a high school with twenty-five as a unit than with thirty as a unit. It would be doubtful, it seems to me, whether it would be just and wise to insist upon 25 in a division in the high school when the funds would demand a unit of 50 or 60 in the grades. The question of determining relative values is therefore a function of the superintendent. I recall that it is costing us, at this time, just six times as much to maintain classes in Third Year Latin that it is costing in English or in History or in Geometry. Are we sure that this is just?

What would be the educational loss should a teacher teach six classes per day instead of five? Thirty or thirty-five pupils in a class instead of twenty or twenty-five? What would be the financial gain? Are we sure that the money thus saved could not be spent to increase the salary of the poorly paid teachers or to pay for equipping departments for industrial work, library, etc.? These are questions which are a part of the supervisory work of the superintendent.

#### **Supervising Classroom Instruction.**

One wonders that if after all that has been outlined as a part of the work of the city superintendent as supervisor of the high school there is any thing else left for him to do.

With the building in shape, equipment bought and distributed, the curriculum arranged and agreed upon by the board of education and by the principal and teachers, classifications made and programs made out; the number of periods per day, the number in each class, the number of classes, and the daily routine automatized; all of these things having been adjusted there yet remains the important function of supervision of classroom instruction. This calls for many conferences with teachers and with pupils in groups and individually, and for classroom visitation. Fortunately when the superintendent has succeeded in securing and in holding the services of really competent teachers, classroom visitation is less important, nevertheless we will fall short of our duty and our privilege if we do not thus

contribute to the interest of the high school. These visits give us the opportunity to suggest, to stimulate and evaluate the work.

As we go from room to room it is refreshing to see the skillful teacher causing the pupils to do some real thinking; making them realize the purpose of the instruction given; teaching them to weigh values; to organize ideas, and developing the power of initiative. We may find some things to criticize but the true supervisor will find much to commend. In my own experience I find methods and devices used which to me seem worthless and I have to restrain myself from making adverse criticism, but later, when called upon to teach the class myself I am delighted with their understanding of the subject. Better no supervision of class room instruction at all than a supervision which destroys the initiative of the teacher.

In conclusion, then it is the chief business of the superintendent as related to the high school to solve the following problem. Given buildings, equipment, body of students, corps of teachers, janitors, patrons, parent-teacher association, various clubs and student activities, to establish among the group the right attitude toward the equipment, toward the school and toward each other; and to place the members of the group where each will function best, to the end that all may do team work for the up-building of the individual, the community and the state.

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#### STANDARD TESTS AS AN AID IN SUPERVISION.

Carter Alexander, Professor of School Administration, George Peabody College for Teachers.

At this season our thoughts turn naturally to Thanksgiving. But all of us to whom the actual betterment of the children under our care means much, have great reason to be thankful the year around because of a recent sign of educational progress in this country. I refer to our pronounced tendency to get away from the "hot air," the "pedaguese," and the inefficiency of much of our school work.

Formerly, we guessed at things, made rash assertions, indulged in foolish boasts of what we were doing, and freely promised great and glorious results. Now we are trying to see what we are actually doing or can reasonably hope to do. We are endeavoring to compare the results of different teachers or school systems or pupils, by means of standard tests and scales; to specify exactly what results we hope to secure in arithmetic, drawing, composition, spelling, and reading; to measure the results we actually get in these subjects; and to express these results in a form to which no one can possibly object on the score that these results are the product of some superintendent's personal opinion or of some teacher's peculiar mental bias.

This way of looking at educational problems is spreading rapidly. If you have any doubt of this, just examine the lists of committees in any prominent educational association, look at the titles presented or glance through the lists of new educational magazine articles and books. An article by Dr. W. S. Gray in the September, 1916, *Elementary School Journal*, describes over forty of these standard tests and scales in seven elementary school and four high school subjects and even he has not gotten all to date. It is a way of looking at school problems that no teacher, supervisor, principal, or superintendent can today afford to ignore.

"But," I am sure some of you are saying to yourselves, "that is all very well for a college or university professor to say. What we want to know is this: Can you show any good in these standard tests and scales for the real teacher or the flesh-and-blood superintendent? Or are they merely fads, toys, gimcracks, a sort of extraordinary educational fingering exercises, devised by psychologists and educational experts in the recesses of their laboratories?"

On examination, these tests and scales prove to be of two classes. First, those in which the units or standards have been located by actual tests. Thus the Ayres spelling scale says **eight** is equal to **knew** in difficulty because the same per cents of many children—in some instances, thousands—in each grade have missed it. Examples of this class are the Courtis tests and Thompson's Minimum Essentials in arithmetic; the Ayres and Buckingham scales for spelling; the Thorndike-Gray and other reading scales; the Monroe tests for algebra; the various tables and charts for determining standard costs and expenditures in the school surveys.

The second class have units or steps that are considered equal because the same per cent—a great majority—of competent judges have pronounced them equal. Thus in the Thorndike handwriting scale, sample 9 is said to be as much better than sample 8 as sample 10 is better than sample 9 because about 73% of a sufficient number of competent judges of handwriting have said so. The handwriting scale developed by the St. Louis principals\* in 1915 is another example. After the second kind of scale is made up it is used precisely like a scale of the first class.

Description of the individual scales and tests would involve much repetition for a considerable number of us today, although probably no one is acquainted with every one of them. In all likelihood it will be most profitable to assume more or less familiarity with some of these scales at least, and to proceed to a discussion of their actual uses. Anyone wishing to look them up further should read the article by Dr. Gray, already mentioned.\*\*

To use any of these scales and tests, the teacher simply has each child's paper marked according to the scale. Next, all the marks for a given grade of children are averaged, or better still, arranged in order from the highest to the lowest. Then the middle point of these marks, called the "median," is used instead of the average. For reasons which I can not now take time to explain, this median is a much better figure than the average. The median is the point above which half of the children go, and below which half of them fall. It is often advisable to take the average range or spread of the children from this median, to get some idea of how they differ among themselves.

By pursuing this very simple procedure and by various natural and easy combinations of results, it is possible to compare the results of individuals inside a grade, of grade with grade inside the same school, of school with school, of school system with school system, etc.

For example, the Courtis tests were given in twenty Indiana cities in 1914. The procedure I have indicated was followed for each grade from the fifth to the eighth inclusive, in each city. Then the results were tabulated and published in a bulletin\*\*\* by Indiana University. Table I shows some figures for the multiplication test in the fifth grade.

\*Johnson, G. L., and Stone C. R.: Measuring the Quality of Handwriting. Elementary School Journal, 16:302, Feb. 1916.

\*\*Descriptive List of Standard Tests, by W. S. Gray. Elementary School Journal, Sept., 1916, pp. 24-34. (20c from University of Chicago Press.)

\*\*\*Arithmetic: Co-operative Study in Educational Measurements, M. E. Haggerty, Indiana University Bulletin, Vol. XII, No. 18, March, 1916. Price 50c.

## Multiplication Tests, Fifth Grade, Indiana Cities, 1914.

(Adapted from Haggerty.)

Attempts			Rights		
City	Median Score	Per c't. Varia	Median Score	Per c't. Varia	City
1	6.8	32	3.8	66	1
2	5.1	35	2.5	68	2
3	6.5	23	4.6	39	3
4	5.5	29	3.6	53	4
5	4.6	37	2.6	77	5
6	6.5	26	4.1	49	6
7	7.4	30	3.9	64	7
8	6.9	23	4.2	51	8
9	5.1	37	2.7	67	9
10	7.3	27	4.5	51	10
11	6.0	29	3.8	57	11
12	6.7	30	4.4	58	12
13	7.9	24	5.9	38	13
14	6.4	25	3.9	53	14
15	6.1	31	3.3	60	15
16	5.7	30	3.3	67	16
17	6.9	29	5.0	48	17
18	7.0	30	4.2	57	18
19	6.2	22	3.8	46	19
20	6.5	25	4.5	48	20
Total	6.3	30	3.9	56	

By looking at these figures we see that a fifth grade ought to attempt on the average between six and seven problems within the given time, altho individual children in a grade will on the average range about 30% or two problems on either side of this. We can also see that the children will on the average get only about four problems right, but that they will range nearly 60% or over two problems on either side. That is, the children will be much nearer together on the number of problems they attempt, than on the number they get right.

The results from the Indiana cities have been put in a very convenient chart form so that a superintendent can quickly enter the results for his own school system, grade by grade, and see exactly how his arithmetic work compares with that of other school systems.

The scale on one side represents the number of examples attempted; the scale on the other side is for the number of rights. The scales have been drawn with their medians at the same height so that a line joining them will be horizontal. This line represents graphically the median achievement in both attempts and rights of these twenty Indiana cities in this work in the fifth grade. The slanting line represents Bloomington. This line shows at a glance that Bloomington is above the standard in speed and also in accuracy. As the line slants up markedly, we can see at once that Bloomington is relatively better in accuracy than in speed.

From similar results for multiplication in the eighth grade, it was at once evident that City No. 1 was doing average multiplication work in the fifth grade, but very high quality in the eighth. City No. 11 does average multiplication work in the fifth grade, but deteriorates badly by the time the eighth grade is reached.

But granted that we know what these scales are and how they are made, the question still remains: How have they been used to aid in supervision? Let us now consider actual cases as reported in the literature of the subject.

To begin with, these scales have been of very great value in getting supervisors to grade on the same standard, wherever several persons are reported on the same thing. It is practically impossible to get an accurate report on handwriting in a school system where each principal reports on

the work for his own school, basing the estimate solely on his idea of what good handwriting is. The variation in the judgments of the different principals are too great for this. They will vary as much as I have found experienced school men to vary in their estimate of how difficult it is to spell **disappoint**. I often give this test to a new class; "If it is worth 25 to spell **necessary**, how much is it worth to spell **disappoint**?" The estimates usually range from 19 to 90. That is, some of the principals say the word is nine times as hard as others consider it. Similar variations arise in estimating any form of school work. A scale like the Thorndike or Ayres scales for handwriting, will remove a good deal of this variation. It has been used with great success in grading teachers' papers for certificate grades in at least the states of Missouri, New Hampshire, and Tennessee. In the latter state, the Ayres scale enabled the grading to be done at the different normals by faculty members, without much expense to the state. This would have been difficult to arrange accurately without such a scale.

In the second place, by means of these tests, a supervisor can find exactly what has been done and so will be in a position to know how to advise teachers what to do in the future. Heretofore, we have had to rely solely on the teachers' or principals' estimates of what had been done. A splendid illustration of how very unreliable such estimates are, as compared with the results of actual tests, is reported by Dr. McAndrew from Brooklyn.\* He had his principals drill the eighth grade pupils for specific abilities in business arithmetic asked for by his employer constituents. He then gave a test and asked each principal to guess what he thought his pupils ought to do on it. Next, he compared this guess with the actual results. The comparison ran as follows:

Principals' Guess	Actual Results
100% .....	73%
95 .....	42
90 .....	73
etc. ....	etc.

No principal guessed as low as 73% and most of them thought that 100% ought to be expected.

What must it mean for a principal's achievements in supervision to know that the children he ranks at 95% are really only 42% ones?

Another good example of the unreliability of taking only the teacher's estimate, is reported by Dr. Ballou of the Department of Educational Investigation and Measurements, Boston.\*\* He was trying to get from the teachers for the various grades spelling lists of alleged difficult words. In a rigid test in May of the same year, 990 out of 1000 children spelled correctly many of these difficult words!

Similar testimony for the value to the supervisors of accurate knowledge of what is being done, is found in every city school survey. Thus the results of the spelling test in San Antonio showed that the children spelled better than the standard of the country. Practically all competent school men would say that the extra time put in to secure this result was not profitable employed. Such extra time actually cost the city from \$9,000 to \$20,000 annually and thus probably wasted about that much money each year. In Salt Lake City, forty per cent of the children in certain grades spelled better than the grade standard and should have either been excused on spelling or promoted in certain branches. In Kansas City about 2400 children were writing up to the standard desired on the scale. If these are released from putting in their time on practicing writing, it will free for other work as much time, effort, and probably money, as would be required to teach handwriting to all the children in four or five small city school systems combined. The same things on a reduced scale would obtain for the smaller cities.

\*Wm. McAndrew: *The Public and Its School*, p. 12.

\*\*Ballou, Frank W.: *Improving Instruction through Educational Measurements*. Educational Administration and Supervision, 11,354. (June, 1916.)



In New York many school children were found to be drilled for arithmetic work to a point where they could excel ordinary adults who used such operations in their work—an obvious waste of time.

In practically every survey there has been shown an enormous overlapping of the grades somewhere in one or more subjects. For example, in arithmetic in a survey of a certain city that I am working up but can not now name, the sixth grade has beaten the seventh badly on the Courtis tests. The median of the sixth is above the median of the seventh in both speed and accuracy. All through the work the upper half of the sixth grade is much above the lower half of the seventh grade. This can not be due to a particular teacher for there are a lot of schools represented in each grade. All this shows up most clearly when presented in the graphic form.

Of course, no competent superintendent or principal can look at such results without thinking that many children have been held back who might just as well have been promoted, especially if the school has departmental work in the upper grades. The results will enable him to tell which schools, which teachers, and which pupils are affected by these results.

Probably the greatest value in the accurate estimates possible through these tests, lies in their showing which are the good schools and good teachers, and which are the poor schools and poor teachers. As soon as a supervisor finds out which is which in these respects, he can study the good teachers and find out just what it is in their methods or arrangement of work that produces results. In similar fashion, he can study the weak teachers and find out just where they are deficient and for just what reasons. This is helpful to both classes of teachers. For example, a good teacher producing good results should not be left alone if she has put in twice as much time as the rest of the country does on such work for the results attained by her. For the school system as a whole Dr. McAndrew makes use of the results of the Courtis Tests for New York in this language:

"I recall from the tests given by S. A. Courtis the generalization that the average accuracy of New York school children is very low, while the speed is above the average. That is, it takes us less time to get a thing wrong here than it does in the average school system."

In similar fashion these tests may be used to show the relative value of different methods of teaching a subject. A good example of such use for reading by a superintendent is found in the *Elementary School Journal* for January, 1915.\*\*

These tests enable the superintendent to set very definite standards which every school, teacher, or pupil must strive to meet. And these standards may be set in such a way that there is no getting around them. Thus Mr. Melcher, of the Kansas City Bureau of Research and Efficiency, has proposed these standards for handwriting in the Kansas City schools\*\*\* (the quality being measured by the Thorndike scale and the speed by the number of letters per minute).

Grade	II	III	IV	V	VI	VII
Quality .....	7.5	8.5	9.5	10.5	11.5	12
Speed .....	36	48	60	70	80	90

In advocating these standards he shows that in October, 1914, only 11% of the children tested were worth 12 in quality. But with the standards before them by May, 1915, 18% had reached this quality. Of course he recommended that this 18%, nearly 1-5 of the children tested, be excused from wasting their time on penmanship.

\*McAndrew: *The Public and Its Schools*, p. 8.

\*\*Waldo, K. D.: *Tests in Reading in Sycamore Schools*, *Elementary School Journal*, 15:251-268.

\*\*\*Bulletin No. 1, Kansas City, Mo., Bureau of Research and Efficiency, pp. 41-45.

Mr. Melcher's bulletin tells of setting standards similarly in other subjects and attempting to reach them in the Kansas City schools. A brief article by Superintendent Lane of Houghton, Michigan, in the *Elementary School Journal*\* describes how he told his teachers precisely what standards to get in arithmetic and how he checked them up.

Mr. Lane has published nothing since on this, but in a personal letter to the speaker, dated October 26, last, he writes:

"I set certain tentative standards one year and raised them progressively each year, as a result of the actual accomplishments of the pupils, for I found that if the speed and accuracy of an operation were set at a certain figure, the class would pretty closely approximate and, and some instances, exceed the figure. The teaching effort, too, was more intelligently directed where it could do most good. Most of the teachers with whom I came in contact did appreciate my effort to be definite."

Probably the most comforting value of these standard tests is that of enabling the supervisor to give the teacher an estimate of her work that she can not question. If the supervisor tells her that her work is "bad," "good," "not so good as another teacher," she may feel that he has a personal prejudice in the matter. If she mentions it, often he can not do anything to convince her that he is right. But the results of the standard tests, as far as they go, give an estimate of a teacher's work that is accurate, impersonal, and inescapable. She can do nothing but face it and try to understand what it means. She can't run off on any tangent of personal prejudices. If she is weak, her weak places are pointed out, as is also the extent of the weakness. If she is superior, it shows up in a form that no unfriendly person can discount. Both supervisor and teacher can under this system put in all their time on the work; none of it needs to be wasted on combatting each other.

"But," you may be saying, "there are a good many practical objections to the use of these scales for supervision that you seem to be overlooking altogether." Accordingly, let us examine the most common of these objections.

First is the one that teachers will not give the same rating to the same sample on the same scale. That is, one experienced teacher will rate a sample as 9 on the Thorndike scale while an equally competent teacher will call it 10, and a third teacher just as good may call it 8. Indeed, someone may assert that these variations with the use of the scale may in some cases be even greater than the teachers would have if they did not try to use the scale. This, however, is really exaggerated although I believe in at least one experiment with the Hillegas composition scale some judges varied more with it than without it. But even if there is variation, it does not mean that the scale is useless. No two people read off precisely the same measurement of an article on a yard stick or a temperature on a thermometer. Most of us recall that as students or teachers of physics we emphasized this fact in some of the laboratory work. But these people come close enough together to make the yard stick and the thermometer exceedingly useful to us as scales. The variations now complained of in the use of the standard scales in school work will certainly grow less and less as these scales are perfected. Good examples of this sort of improvement are found in the Harvard-Newton Composition Scale and the St. Louis Principals' Handwriting Scale which have accompanying notes telling just why each sample is better than the next lower and poorer than the one above. And even now these scales are far more perfect than were the thermometer, weights and measures, yardsticks, laws of rhetorical excellence, telephone, typewriter, adding machine and electric car, at corresponding stages of development. Just as it would have been a calamity for these devices to have been thrown aside because of early imperfections, so it would now be a catastrophe for us to throw aside these standard tests and scales because they are not free from error.

\*Lane, Henry A.: *Standard Tests as an Aid to Supervision*, *Elementary School Journal*, 15:378, March, 1915.

Moreover, in actual work with the scales, it is very easy to find which teacher varies less in using them. Just as a superintendent picks out his best teacher to teach art, so he can pick out his best teacher for grading penmanship whenever he needs such grading. For practical purposes the best teacher to grade penmanship will be the one who is nearest the middle of all presumably competent teachers for such work, in her estimates of a lot of samples.

A second objection is that the use of such scales and attempts at standardization are not for the best interests of the pupils. This depends solely upon the way these tests are used. If the attention of the teacher is directed only to make a high average for her room or to getting a high per cent of perfect scores as in the new efficiency measure of Courtis, the test may be harmful. This measure is found by getting the per cent of pupils that get right every example they attempt. At present this measure ranges from only 5% to 20% of the pupils throughout the country. To bring it up, the teacher obviously would have to drill hard only about a fifth or less of her children. She may thus tend to select out her bright pupils and drill them to the limit while neglecting the ones who most need the drill. Such work on her part will bring up her efficiency mark as nothing else will.

On the other hand, if the tests are employed intelligently, the variation of the individual pupil from the others is emphasized and set down as such and such an amount so that the teacher can not escape it. After such tests, she can tell precisely which pupils may be released from part of the work in this subject, just which ones are weak and in just what particulars, as is possible by no other means of which I know. In the new Courtis Practice Lessons, each child's work is kept by itself and he goes ahead as fast as he can. There is probably no better sample of extreme adaptation to the individual child than is found in arithmetic taught by using these practice tests—that is, for the part of arithmetic they cover.

Mr. Lane, in the letter previously mentioned, shows that the use of the tests in Houghton did not encourage teachers to neglect the individuals nor to put in too much time on arithmetic. His exact words are:

"The teachers got to think about the scientific treatment of the four operations and started a sort of psychological clinic for those who failed to meet the standards.

"No school work was neglected by this emphasis on definiteness.

"As a matter of fact, only twenty-five minutes a day was allotted to the entire arithmetic lesson and this included the standard tests in their relation to the speed and accuracy of the four fundamentals."

A third, and in some respects the most prominent objection is, that the scales do not measure the really big things in school work. "These scales," say their enemies, "deal with mechanical and formal elements. Education is too spiritual and intangible to be judged by such standards. This objection has been especially urged against the Hillegas composition scale which has only bookish samples with practically no allowance for such things as originality or imagination. It is also much used against the Courtis tests because they deal mostly with the four fundamental operations and such formal matters.

Of course, these scales do not measure the big things in life. No person ever really does that, not even with a thermometer or a yardstick. But there are times when the big issues of life are temporarily subordinated to smaller but more pressing things. When the baby is sick, we need a thermometer, not palaver about spiritual values. When a woman has to make a dress, she needs a pattern or a tape line, not a discussion of the eternal varieties. And if these minor matters are promptly and efficiently attended to there will be all the more time and energy left for the really big things.

We are not indefinite in outside life where it is possible to be definite, or if we are we are soon out distanced by those who are definite. Why should we be any more indefinite in school work than we can help? Are not speed and accuracy in the fundamental operations of arithmetic, facility in the formal elements of composition, ability to write legibly and quickly, etc., at times very much needed in school work? Do we not need for them

scales just as the man needs the thermometer for his sick child or the woman the pattern and tape line for her dress?

A fourth objection is that these tests give only facts and results and do not tell what to do. This is really no objection at all, for exactly this is true of all scales or tests in the universe. They do not furnish solutions or brains in education any more than a thermometer registering 102 degrees furnishes such things to a physician. He has to have sense or experience enough to know that this temperature is alarming in a grown person, but not very serious in a small child. Just as the thermometer gives the physician the basic fact upon which to work, so do these standard tests and scales give the superintendent and others the basic facts about the results attained by his schools, classes, teachers, and individual pupils. And just as the physician from the reading of his scale lays out the treatment for his patient, so does the superintendent from the readings on his educational scales, lay out the treatment for the schools he is supervising.

A fifth and last objection is the usual one that such work takes too much time, money, energy, and worry and is really not worth the expenditure of these things. The only reply necessary here is that his need never be true and in most cases it is not true. For the Courtis tests it need not cost over \$25.00 to test five hundred pupils twice during the year. This is a very small fraction of the amount of money spent on the teaching of arithmetic to that many pupils in any school system.

Most superintendents can not tell just how much it costs them to teach one subject. But I happen to have the figures of Supt. J. P. Womack, of Conway, Arkansas for 1914-15. It costs his school system \$1,410 to teach arithmetic to the 675 pupils enrolled in the various classes in the subject. It would not cost such a school system more than about \$20 to give the Courtis tests twice to the four upper grades. This would be only about 1½% of the total cost of teaching the subject. Surely, it is worth 1½% of the cost to see that the other 98½% is being profitably expended. The other tests cost less than a dollar each as a rule and utilize material already in the school system.

Of course there is a great deal of mechanical work necessary in assembling data, grading papers, etc. But in a lot of the tests, the pupils themselves can do much of the marking because nothing is left to personal opinion. My own belief is that the school survey as we now know it is never going to reach its greatest usefulness until there is some chance to get such work in the small cities. The superintendent in such a city can not as a rule hope for this unless he can get most of the clerical work done for him. He can't ask his teachers to do it for him as pure drudgery—the results would hardly be worth the dissatisfaction aroused in his teachers. But he can get practically all such work done by upper grade and high school students as very fine exercises in their regular school work, particularly in the drill and graph phases of mathematics. This is not mere theory with me for last year I had one of my graduate students, Prof. S. J. Phelps, of the Springfield Normal, utilize the high school students in Gallatin, Tennessee, a suburban town of Nashville, to make a survey of the schools there. Supt. J. P. Womack, of Conway, Arkansas, is doing a similar work this year in his city.

The pupils under Mr. Phelps investigated school costs, of various sorts with the latest units advocated for such work; the age-grade distribution and elimination of pupils from the system; the distribution of marks given by the high school teachers; and the lighting facilities of every room. All of this work was done as a part of the regular class exercises. The cost phases were worked out by the class in Community Civics as part of their study of what the community should provide in the way of school facilities. The class in sanitation and hygiene took the lighting problem. Most of the other work was done by an algebra class. Mr. Phelps had to do what any other superintendent would do in giving the standard tests—make all plans, get blanks and materials, and supervise the work. But the mechanical work after this was done by the pupils with intense interest and in a very little



time. One lesson on the graph to the algebra class sufficed for all the graphing instructions necessary. A few minutes instruction on the finding of a median and its meaning gave the pupils all they needed to go ahead with calculating the medians desired. The teachers kept their agreement not to help the pupils except as we asked for it, and the results were passed upon for accuracy and feasibility by a number of experienced superintendents. There can be no question but what these school children did with great interest, profit to their regular work, and a small expenditure of time, exactly the sort of work needed in an extensive use of standard tests.

I am convinced, then, that the work put in on standard tests and scales in any ordinary school system can always be safely compressed within the time at the disposal of the school authorities for such work. There will always be the consciousness that will produce facts that are real and helpful about the work of that school. All subjects need not be tested in any one year and the work can still be more reduced. The best way of course is to start on the subject that is least satisfactory to the superintendent.

In conclusion, what can a superintendent reasonably be expected to do with these tests and scales? One of my graduate students, formerly superintendent in several small Southern cities, last summer started to work out a scale for measuring the efficiency of a superintendent. He hopes to work out something on the order of the Elliott and Boyce scales for measuring teaching efficiency, but applicable only to superintendents. He hopes to have a scale by which the superintendent who is anxious to improve may from time to time measure himself and note his progress.

When this man began to work on his scale, I did not suggest any points to him. But when he brought in the first rough draft of qualities for judging a superintendent, I noticed that he had stressed heavily this question: "What use of standard tests and scales have you made in your supervision during the past year?" I also noticed that most of the experienced superintendents to whom he had submitted his scale for advice on weights to give the different items, stressed that question. Weren't these school men about right? Haven't we reached a stage where every superintendent who claims to be efficient and up-to-date ought seriously to ask himself this question: "What use of standard tests and scales have I made in my supervision during the past year?"

## DEPARTMENT OF TEACHERS OF EDUCATION.

Chairman, G. H. Boehm, Ava.

Secretary, Miss Nellie Mack, Lexington.

Thursday Afternoon, November 16, 1916.

The Department of Teachers of Education held its meeting on Thursday afternoon, at two o'clock, at Central High School.

The session was opened by the chairman, Mr. G. H. Boehm, of Ava, with Miss Nellie M. Mack, of Lexington, as secretary.

Mr. G. R. Watson, of Plattsburg, discussed the subject, "How to Interest Teacher-Training Pupils in Rural Social Problems."

Miss Minnie Snellings, of Columbia, assisted by Miss Blanche Bowdle, of Lebanon, and Mr. D. E. Mothersead, of Weston, gave various solutions of the problem of "Observation and Practice Teaching in Rural Schools."

A paper on the subject, "How to Use the State Course of Study and Acquaint Teacher-Training Pupils with Material Suggested in the Course," was read by Miss Nellie M. Mack.

The subject of "Demonstration Sessions for Teacher-Training Pupils" was presented by Miss Grace Scott, of Eldon, and further discussion was given by Miss Jane Wilkinson, of Huntsville, and S. F. Bonney, of Shelbyna.



Mr. C. F. Daugherty, of Bethany, showed how "Planning the Four Year High School Course for Teacher-Training Pupils" would be an advantage.

"Some Deficiencies of Teacher-Training Pupils Observed from Grading Teacher-Training Examination Papers" were noted by Mr. A. S. Boucher, of Dexter.

The last two numbers on the program were postponed to the Friday morning session.

The following officers were elected for the ensuing year:

Chairman, Mr. Bertram Harry, Doniphan.

Vice-Chairman, Mr. Guy Capps, Bolivar.

Secretary, Miss Ossa B. Feurt, Macon.

Meeting was adjourned to meet on Friday morning, November the seventeenth.

Friday Morning, November 17, 1916.

The Friday morning session of the Education Department was opened with a paper on the subject, "To What Extent Can the Non-Professional Courses in the High Schools be Made to Meet More Adequately the Needs of Teacher-Training Pupils" by Mr. Bertram Harry, of Doniphan.

Results from questionnaire sent out to a large number of instructors in this work helped to form the conclusions reached in the plan that was suggested.

The Inspector of the Teacher-Training work, Mr. P. P. Callaway, Jefferson City, gave practical suggestions relating to the problem of high school supervision. This was followed by a reading of his paper, "Grading Systems in Use in Teacher-Training Schools and Recommendations for Uniformity." The need of uniformity was emphasized and definite plans for securing it were presented.

"Suggestions for Making the Teacher-Training Room Serve as a Model for Rural Schools as to Decorations, Pictures, Devices, Library, etc.," were given by Miss Lillian Shock, of Holden.

The report of the Committee on Resolutions was made by the Chairman, Mr. Bertram Harry, and adopted by the members of the department that were present. The report follows:

Your Committee on Resolution reports as follows:

Be it resolved:—

1st.—That we recommend 18 as a minimum age limit for teachers.

2nd.—That we recommend a closer correlation of the work in the grades and high school with that of the teacher-training course.

3rd.—That we recommend greater thoroughness and concentration of work upon the essentials of the teacher-training course.

4th.—That we recommend greater emphasis to be placed upon the essentials in the non-professional courses in high school in order that greater thoroughness may be attained.

5th.—That we recommend that all papers read in this department be published in the State Teachers' Association Bulletin.

6th.—That we indorse the action of the State Department of Education in recommending a uniform system of grading for use in the high schools.

7th.—That we recommend that this department be made a permanent organization with a permanent membership.

(Signed) Committee: Nellie Mack, Lexington; Guy H. Capps, Bolivar; Bertram Harry, (Ch.) Doniphan."

On motion, meeting was adjourned on Friday noon.

G. H. BOEHM, Chairman, Ava.

NELLIE M. MACK, Sec'y., Lexington.

## DEMONSTRATION LESSONS.

By Jayne Wilkins, Huntsville.

This is indeed a practical age and a day of demonstration. In every phase of life the business and professional men alike are trying to demonstrate what may be done in their line of work.

Education has long been criticized as theoretical. Plato thought the most highly educated man was the abstract thinkers. But today we are coming more and more to the idea of the doing side. It is now thought a thing has not been fully learned until it is expressed in some way. This is why The Teacher Training Course has been placed in our high schools; to show the prospective teachers how to handle some of the problems they will meet when they begin teaching.

Demonstration in our work goes hand in hand with observation and practice teaching, in fact is so closely associated with them it is hard to distinguish between them. In observation and teaching the specific points to be looked for should be worked out before the visit is made or the lesson is taught. In a demonstration lesson the points are made using the lesson as a basis for conclusions.

This demonstration work is one of the most vital parts of our Teacher Training work. Do you ask what is its value? In the first place much of the subject matter we give our students seems difficult, theoretical, and impractical to those young, inexperienced minds, and about the only way to get them to understand is to demonstrate it for them. The problem of induction, for example. The first year I gave an outline to guide the students in their reading and the next day we had a class discussion on the subject, but I never felt satisfied with their understanding of the process. So this year before the class discussion I gave an inductive lesson and after the class was excused we analyzed the process of mind and found that the children came to a conclusion by means of specific instances. I might mention in this connection other problems that are difficult and need demonstration in order to be understood thoroughly: Deduction, logical and psychological arrangement of subject matter. Correlation, Development lesson, Hypothesis, Inference motivation.

In our course also there are topics that come up for discussion that are not particularly **difficult to understand** but should be demonstrated to make them more usable, such as: How to tell stories, drill work, seat work, dramatization, games, phonics, how to use the dictionary and memorization.

This year after we had worked out the following outline on memorization: 1, Why memorize; 2, what to memorize; 3, and how to memorize, I had the Junior Teacher-Training students come into my room. I had some lines from "The Passing of Arthur," "All day long the noise of battle roll'd——." I knew the lines were appropriate for that time for they were studying that selection in English. I told them these were my favorite lines in literature for several reasons, one was, I liked the author, another was I like the story from which they were taken, but most of all, I liked the lines because they presented a most beautiful nature back-ground, etc. After other remarks about King Arthur and his knights, by way of motivation, I began to help them see the picture the lines presented. When I felt that all had seen the picture, understood the lines and appreciated the sentiment, we proceeded to memorize. I read the lines to them; one of the students read them to us; another read them aloud; we all read them silently; all read them in concert; I asked questions and they repeated lines from memory in answer, etc., and in a very few minutes all knew them. We then applied all the points we had made on, how to memorize.

1. Motivate or get the children interested in the lines.
2. Be sure they understand them and appreciate the sentiment.
3. Vary the procedure so that we may get repetition with attention.
4. Have them memorize by whole.

After making application of the points of discussion to this lesson the knowledge became much more real and usable.

## BULLETIN

I fully believe if we Teacher Training instructors would give more demonstration lessons as we proceed with the daily work we would save time, the work would be more interesting and more real, it would be more thoroughly understood, would be more usable and our observation and practice work would be more helpful to our students.

### DEFICIENCIES IN TEACHER-TRAINING STUDENTS OBSERVED FROM GRADING TEACHER-TRAINING EXAMINATION PAPERS.

By Supt. A. S. Boucher, Dexter.

What I shall say this afternoon is based upon my observation of some two thousand papers. These papers were written by Seniors. Of the papers written in May, 1915, I graded Course II; of those of 1916, I graded Course III. The fact that these sets of papers were written in different years is perhaps better for one who wishes to observe facts and tendencies. It should also be borne in mind that the answers found on these papers were answers to questions that called for a knowledge of subjects that are taught in our schools, as well as to how these subjects should be presented. I graded no Junior papers. I examined many of them in a rather cursory way and from time to time I talked with those who were grading them, and in the main I feel they were not different from the Senior papers.

Before going further, we should bear in mind what constitutes a good manuscript. I believe all would agree that it should meet the following requirements: It should be legibly written; it should possess good form; it should be neat in appearance; it should contain very few misspelt words; it should meet the requirements of good English; the subject matter called for should be reasonably full and correct.

As one might well surmise, the papers from the one hundred high schools scattered all over the great State of Missouri showed marked differences. Some were models of neatness, accuracy and good form, and in every way met the requirements of a good manuscript. This was true of the papers sent from some schools both years. Some schools did not keep up the high standard that they had set the first year. Others the second year made a big improvement over the preceding year.

Some papers were uniformly poor; poor in every detail. This may not have been the fault of the instructor, for one cannot do or undo in nine weeks, the time given to the Junior subjects, or even in a year, what grade teachers or high school teachers may have done or left undone the preceding years. Nor were the best sets of papers always from the larger high schools. Indeed, many of the very best sets, were from the smaller schools.

Two hours is given for writing the examination in any subject. Usually the applicant is asked to write on six questions. There is, therefore, no excuse for poorly written papers if the student is at all prepared for his work.

I shall now notice some of these deficiencies in detail:

**Penmanship.** Here there is much need of improvement. So much of it is not legible. A goodly number of the students are so care-free that they dash off what they have to say in pencil. In many instances the writing is of the back-hand sort, a sort that is the bane of every examiner. Many papers give evidence of a labored finger movement. I do not know how many advocates of the vertical system of penmanship there are present. Personally, I do not like it. We teachers of education would render a valuable service if we should see that these young people who go out to take charge of our rural schools could write a good hand, preferably a medial slant, such as the Palmer or the Zaner, with a fair degree of rapidity, using the muscular movement. This is absolutely necessary to the betterment of our country schools where writing is surely a much-neglected subject.

**Bad Form.** Should you look at the manuscript sent in from some schools you would readily conclude that these pupils were never required

to observe good form. No attention is given to margins or paragraphs. Nothing is suggestive of order. The only conclusion that one can rightly reach is that such work is the work of a don't-care sort of person. There is too much of the slipshod in our schools today. The average teacher of today needs to have a higher ideal of the importance of the cardinal virtues that the school should foster. He should be an efficient trainer.

Again, is it too much to expect of graduates of first-class high schools, whose ages range from 17 to 24 years, that they produce in two hours a paper that is at least fairly accurate as regards sentence structure and punctuation? Not, if they are to teach a school worth the name. We must require a fair degree of excellence on the part of our Teacher-Training graduates if our elementary schools are to gain in efficiency.

I find, too, that many of our students do not do well in dealing with questions of large scope. Seemingly, they begin writing with little or no forethought. The result is a poorly-worded, illogical answer. The thing to do with a question of this type is to get the pupil habitually to think out his answer before beginning to write. If need be he should jot down an outline that he will develop in answering his question. Such a habit would go far toward correcting the extreme verbosity of many papers; oftentimes pupils write three or four times as much as is necessary to answer the question.

The last matter which I wish to call particular attention to is that of the grasp of subject matter; or should I say the lack of such grasp?

It is safe to say that one cannot teach what he does not know. Here I am not unmindful of the fact that an examination paper does not tell everything about a student. It may not tell you his personality or how much initiative he possesses—two very essential factors in a teacher's success. But it does tell you whether he knows anything about English, whether he can spell, write, whether he knows anything about good form and cares anything about it,—things a teacher must know and without which he cannot succeed.

The inspectors scan the papers closely for these particulars. They have been criticized in some instances for close grading. Some pupils who had secured schools failed to get certificates. But I know, from first hand observation, that the Inspector takes great pains to be fair and to give an applicant all that his paper entitles him to.

Teacher-Training in Missouri High Schools is favorably regarded the State over. This is true because the work stands for something, because the great majority of the graduates have made good. If this work is to continue to grow in favor the high standard that has been set must be kept up.

## DEMONSTRATION LESSONS FOR TEACHER-TRAINING PUPILS.

By Grayce Scott, Eldon.

### I. Value of demonstration lessons.—

2. Nearest approach to the really practical problems our pupils will meet next year.
2. Pupils see worked out, problems of instruction method, and discipline.
3. A vital part of teacher-training courses, because next year, our pupils will have to meet and handle these problems, practically alone.

### II. What the demonstration lesson should be.

1. Regular class-room work, most of the time. Visit a room in which the teacher is especially strong in the subject observed.
2. Development lessons, beginning with the first of a new topic. Observe the work several days in succession.
3. Special lessons to show particular devices.
4. Lessons on phases of subjects that are hard to present.

### III. When the demonstration lesson should be given.

1. At a time when it will help solve problems the class is working out. This comes most often when that particular subject is being studied.
2. A few lessons in primary reading the first weeks of school, for that is the only time to observe absolute beginners.

### IV. Ways to handle the demonstration lesson.

#### 1. Grades in the home school.—

- (a) Arrange with the regular teacher to teach a certain lesson. Pupils write plans for that lesson. These plans are criticised by the teacher-training teacher. A full discussion of the lesson follows each recitation observed.
- (b) Pupils, alone, or in groups of two or three, visit rooms at times when neither teacher nor pupils are expecting visitors. In this way they see conditions more nearly as they actually exist. Pupils visit during the hours they have no recitations.
- (c) Near the end of the term, each teacher-training pupil spends three days in succession in the same room.  
First day—She observes work, and plans work for second day.  
Second day—Pupil takes full charge of the room and teaches all classes. The regular teacher remains in the room, criticises, and helps plan work.  
Third day—Pupil, alone, has full charge of the room. The regular teacher visits other rooms.  
Only one or two pupils do this work at the same time.
- (d) In studying particular phases of work, we borrow a few children from the different grades, and teacher-training students teach them games, tell them stories, etc.

#### 2. Rural schools.

- (a) Teacher and entire class visit rural school for a half day. A full discussion of the work observed follows.
- (b) Individual pupils go out to rural schools for a week's observation and teaching. Each pupil gives a full report of her work to the class.

## PLANNING THE FOUR YEAR HIGH SCHOOL COURSE FOR TEACHER-TRAINING PUPILS.

By Supt. C. F. Daugherty, Bethany.

Irregularities in the work completed by pupils who, as juniors make application to enter the professional classes are sufficient reason for planning a four year course. But if other evidence of the necessity of planning the work is needed, consult disappointed pupils or annoyed representatives of the Department of Education at the opening or closing of the school terms.

Assuming that we all appreciate the importance of planning the four year course, I desire to give three concrete examples of the fact that pupils enter high school with the definite purpose of preparing to teach and are glad to accept the advice of the superintendent and teacher of the professional courses.

They can be made to appreciate the advantages offered by the course and of beginning early to plan it.

Data from Albany High School:

Enrolled by classes: Freshmen 61, Sophomores 33, Juniors 32, Seniors

31. Total 157.



Desiring to teach: Freshmen 18, Sophomores 13, Juniors 15, Seniors 11.  
Total 56.

The present training class consists of 12 juniors and 10 seniors. The other three juniors will enter the course as seniors, and the one senior not in the course was unable to meet teacher training requirements and at the same time graduate this year. Thus out of a total enrollment of 157, 56, or 35% mean to teach.

King City is not offering the course this year, with the expectation of receiving state aid, but merely to get ready for the future. Notice the figures from King City.

Enrolled by classes. Freshmen 58, sophomores 25, juniors 23, seniors 20, total 126. Eight of these are now pursuing the training course. Out of 126 enrolled, 43, or 34 per cent desire to prepare to teach.

Data from my own school at Bethany show the need and opportunity of planning the full course.

Enrolled by classes: Freshmen 72, sophomores 60, juniors 47, seniors 36. Total 215.

Desiring to teach: Freshmen 35, sophomores 26, juniors 13, seniors 19. Total 95, or 44 per cent of our total enrollment.

Of these 95, thirteen are pursuing course one, and eighteen are studying courses two and three of the teacher-training.

The extra senior not taking the senior courses decided to teach too late to meet the requirements of the state.

The large number in every class in the high school who are desirous of teaching make it necessary and practicable to plan the four year course. Conditions and programs of study in the various schools offering the professional courses are uniform enough to justify our attempt to formulate an outline of a four year course for teacher-training pupils that will let them realize that they are in the course before they begin the professional courses prescribed by the state.

The school authorities can then get a fair idea of the ability and personality of pupils before they reach the junior year and thus eliminate those whose habits and personality unfit them for the important profession of teaching, before they are ruthlessly eliminated by the state or by the school after they have begun the professional courses:

The state authorities will welcome any plan which will tend to give us a better prepared, more serious, thoughtful group of pupils, and I believe a four-year teacher-training course will tend to that end.

The state specifies thirteen of the sixteen units required for graduation from the Teacher-Training Course. It is one of our tasks to help select the other three and to so arrange all the units that pupils may enter the professional courses in the third and fourth years and finish with all the required credits, or in case of a change in purpose due to any good cause, such pupils may omit the professional courses and have such credits as will admit them to higher institutions without condition, if they so desire.

Of course pupils in this course must elect a foreign language to enter the classical course of any college, the same as in any course the high school may offer. In planning the course here offered for your consideration, I am assuming that the state will not set forth new requirements to take effect during the school term or year in which they are issued.

Because the program of studies is much the same in all the schools offering the training course, I venture to present our course now in use. It follows:

### Four Year Teacher-Training Course.

I.  
English  
Algebra  
History  
Science or Language  
or Vocational

II.  
English  
Plane Geometry  
(Elect two)  
History, Science,  
Language, Vocational

III.  
English  
Course I.

(Elect two)  
Agriculture unless credited  
Vocational unless credited.  
Algebra and Sol. Geometry  
History, Science

IV.  
Course II.  
Course III.  
American History  
(Elect one)  
Course I, unless credited  
Physics, unless credited with  
required Science  
English, Algebra and Sol. Geometry,  
Trigonometry and Arithmetic,  
Vocational unless credited

### SUGGESTIONS FOR MAKING THE TEACHER-TRAINING ROOM SERVE AS A MODEL FOR RURAL SCHOOLS AS TO DECORATION, PICT- URES, DEVICES, LIBRARY, ETC.

By Lillian Shock, Holden.

Where the teacher-training room is used exclusively by the classes in education it can be fitted, furnished, decorated, and equipped as a model rural school. The students in the department should share in the responsibility of making the room a model in neatness and cleanliness, and also in decorating as well as means of training.

Dainty white curtains at the windows, flower-boxes, blooming plants, pretty ferns, a vase or two, an attractive runner for the teacher's desk, and a bright stenciled throw for the bookcase not only make our rooms more home-like and cheery, but, after the students have spent much of their time for two years in such surroundings, they will not be content to teach in a bare room when these few additions can bring about such a change.

The blackboard can serve to further our room decoration, and a measure of training as well. The monthly calendar, borders, poems, drawings appropriate to the season, mottoes, and memory gems may be put on the board from time to time by the pupils.

Pictures for our teacher-training room should be selected with the same care that we teach our pupils to observe in their schools.

In order that our pupils may become familiar with the books recommended for rural schools, it becomes necessary for us to possess a rural school library and have at least one copy of each of the books.

The sand table should find a place in every teacher-training room, and the pupils should be given opportunity to work out many of the sand table problems.

More and more are educators realizing the value of the use of a doll and a doll's home to make practical the first principles of good taste in dress and in the furnishing of the home. The pupils will find it a delightful task to design wall paper, weave rugs, and make furniture. They will be glad to keep patterns of the articles made.

A museum should find a place in our room. The pupils help to collect the articles, learn to label, arrange, and care for a museum.

Among other things needed are a case of standard geographical maps, the daily weather map, a set of physiological charts, a chart for testing the eyesight, a bulletin board, posters, lantern and slides.

## HOW TO USE THE STATE COURSE OF STUDY AND ACQUAINT TEACHER-TRAINING PUPILS WITH MATERIAL SUGGESTED IN THE COURSE.

By Nellie M. Mack, Lexington.

The state course of study may be presented directly and indirectly in the Teacher-Training work. The direct use of this course includes:

1. A study of the references given in the syllabus. The nature of the references is as follows:

a. A course of study in each of the branches taught in the grades is given.

b. Examples are offered of work that illustrates the various topics taught throughout the normal course. These illustrations are more significant when they apply to a particular case that is at hand.

c. Some information in regard to the use of the text is furnished, but the greater help is supplied by giving the names of the reference and supplementary books required, with pointed suggestions about their use.

d. Direct information is given in regard to the formation of Boys' and Girls' Clubs and the nature of their work. The members of the class are interested in hearing the grade and rural teachers report the actual results reached by them and in observing the work that has been accomplished.

These references should be presented as the concluding work on given topics, so that the plans outlined in the rural course may be compared with those presented in the general readings, and conclusions reached in regard to the ones that are the best.

2. The direct use of the state course of study demands an adaptation to meet the needs of each rural school. We have tried to give some drill in making needed alterations. Each member of the class has attempted to make out a program that would fit into the conditions in a rural school with which he was familiar. The conditions demanding change in some schools were as follows:

a. Poor attendance. This sometimes made it necessary to have two sections in the first grade, one left from the preceding year and the other formed by those just starting to school. We decided that the better plan was to combine these two sections as soon as possible.

b. Lack of supplementary readings, and reference books, maps, measures, etc. The school law told us that at least five cents per pupil could be secured from the district funds for needed materials. Reports from teachers taught us, too, that the "pie supper" never failed to do its part toward buying these tools of labor. There the course instructed us as to how the money should be spent.

c. Poor sanitary conditions.

d. Different needs in different localities.

e. Lack of co-operation on the part of parents and poor habits of work.

Thru observation and reports received, we learned that some schools could carry out the work in the course as it was given, while others demanded adaptation to a marked degree.

3. A study of the classics recommended in Course One helps to make the normal pupils familiar with the material of the state course. These classics are to be presented as they should be taught to pupils in the rural school. We selected type classics and studied each from an outline that the pupils helped to work out. We decided how long a time we would use in teaching a classic; then made actual assignments and tried to carry them out. We strove to remove formal difficulties, and gave concrete application to the knowledge of the mechanical elements gained in the earlier part of the reading course.

There are many indirect results to be reached by teacher-training pupils in studying the state course. They realize its importance, and are more likely to study it from day to day when they are teaching. The ability to put the scheme into action will later win for them the respect of patrons and school officials. Their sense of responsibility has been developed. Gradually there has grown into the mind of the prospective teacher the idea that the theories of the Teacher-Training work must be put into practice, for here, in the rural outline of work, many of them have been applied to every-day problems.

### OBSERVATION OF TEACHING AND PRACTICE TEACHING IN RURAL SCHOOLS.

By Minnie Snellings, Columbia.

Everyone will admit that observation of teaching and practice teaching in rural schools are very important in the training of young teachers. With variations the following are the most common ways of giving this training. First, the whole class may go together. This plan is unsatisfactory because the regular school conditions are disturbed by the large number of visitors. Second, the class may go in small groups of two or three. This may be done by having a rural observation school, or, when that is impossible, the students may be sent out in groups of two or three to spend a week observing the teaching and doing practice teaching under the supervision of the best rural teachers in the county. This last plan was found by the Columbia High School to be quite satisfactory.

The things to be considered in carrying out this plan were: selecting the schools suitable to visit; obtaining permission from rural teachers; giving instructions to the pupils and checking reports of the visits. In the selection of schools, the pupils were allowed to choose any school which had a good, experienced teacher. When all pupils had made their selections, a letter was written each rural teacher asking permission for one or two pupils to visit her to observe her teaching and to do practice teaching under her supervision.

Instructions concerning what they are to do and observe should be very definite. They should be shown how to use the outline found in Appendix "A" of the new syllabus for reporting upon grounds and buildings. A second set of questions were given which gave a general estimate of the work covered in each class of each grade. They were also instructed to observe on Monday; teach the first and second grade on Tuesday; third and fourth grades, Wednesday; sixth grade, Thursday; eighth grade, Friday. If this arrangement did not suit the teacher, they were to do whatever the teacher wished.

Perhaps the best way to find out what the training students were doing would be for their teacher to spend a day in each rural school where these students were visiting. Since this is impossible in many cases, a letter of thanks accompanied by a questionnaire should reach each of the rural school teachers during the week of the visit. The questionnaire should contain questions upon such points as those of teaching ability and correct assignment of lessons.

If these visits are well planned, they will mean much to the training pupils, both in giving some actual experience and in vitalizing the work in **Rural School Management** and in **Methods of Teaching**.

## GRADING SYSTEMS USED IN TEACHER-TRAINING HIGH SCHOOLS.

By P. P. Callaway, Teacher-Training Inspector, Jefferson City.

The State Superintendent sends out each year to the Teacher-Training high schools for an explanation of the grading systems used in certifying grades to the State Department of Education. There is on file in the State Department explanations of grading systems used in 103 high schools and private schools which offer the Teacher-Training course. A close study has been made of the systems in use to ascertain wherein the systems are uniform and in what respects they differ. An examination of these systems shows that there is no general uniformity in the grading systems used. This is the more striking since the schools under consideration are the best high schools in the state.

In the 103 schools 17 schools use the per cent system without the use of any letters. 79 schools use some form of the letter system. Of these 79 schools, 56 schools use the letters E, S, M, I and F or some slight modification of this system. Nine schools use the letters A, B, C, D and E. Twelve schools use some other letter system than the E, S, M, I and F and the A, B, C, D and E. A study of these 12 schools show that each system is peculiarly a system unto itself. 56 schools use a combination of the letter and the per cent system. The letters are used, but are translated into per cent marks. The records on file in the Department of Education indicate that grades are recorded and certified to other schools by letter, but that the grade card reports to parents are made out in the per cent system. Three schools use neither the per cent system nor the letter system. These schools use the number 1, 2, 3 and 4. One signifies the highest order of work done, 2 the next highest order and 4 the lowest quality of work for which credit is given.

An examination of the letter system as to the number of letters used shows a rather wide range in the number of divisions for marks used. Three schools have but three letters or marks, that is, if the letters beginning with "A" are used, only A, B, and C are used. Ten schools have 4 marks or letters. 49 schools have 5 divisions or letters in the grading system. The letters mostly used in this system are E, S, M, I and F or A, B, C, D and E. Six schools use 6 marks or letters. This phase of the problem is further complicated by the fact that the same letters are used in all systems. For instance, one school with the five division plan will use the letters E, S, M, I and F. Another school with the 3 division system will use the letters E, M and I. The same is true of the A, B, C, D and E system. In the two letter systems most used in this state "E" is used. In one system it denotes the highest quality of work for which credit is given and in the other system it denotes the lowest quality of work for which credit is given. In other systems the letter "E" means failure.

A study of the schools which use the five division system and which also translate the letters into per cent, shows wide variation. The letters E, S, M, I and F will be used in this discussion to cover all schools which use 5 divisions. In the schools using a combination of the 5 divisions and the per cent system two schools give a grade of "E" to pupils who have a grade from 97 to 100. 23 give an "E" grade to those making from 95 to 100. Two give "E" grades to those who average from 93 to 100 and two give "E" grades to pupils whose grades are from 90 to 100.

Two schools give an "S" to pupils whose grades range from 94 to 95. Twenty schools give a grade of "S" to pupils whose grades are from 90 to 95. Four schools give an "S" to the pupil who makes from 85 to 90 and one school gives an "S" to pupils whose grades range from 80 to 90.

In granting a grade of "M" 3 schools allow the pupil a range of from 75 to 90. 12 schools allow a range of from 80 to 90. Three schools have a range of from 85 to 90. Two have a range of from 78 to 85. Seven give a range of 75 to 85. One school has a range of 75 to 80 and two schools allow a range of from 70 to 80 for a grade of "M."

For an "I" grade two schools allow a range of from 75 to 85. Ten schools give a range of from 70 to 80. Nine schools give "I" grades to



pupils whose grades are from 70 to 77. Three schools give the same grade for 65 to 75. One school gives an "I" grade for work ranging from 60 to 75 and four schools give "I" grades for work ranging from 60 to 70.

In fixing the passing mark 4 schools fail all pupils who have a grade of 80 or below. 18 schools place the passing grade at 75. 34 schools place this mark at 70. Two schools place the failing mark at 65 and one school places this mark at 60.

It is not necessary to go into this matter further to see the need for more uniformity. A per cent grade of 80 taken to one school will give a grade of "S." When the same per cent grade is taken to other schools it will mean failure. A grade of 85 may mean any one of the following grades in different schools: I, M or S. A grade of 90 means E, S or M, depending on the school to which it is taken. A grade of 76 may mean F, I, M or S, depending on the school which evaluated the per cent. There is a wider range between the passing mark in different schools than there is between all marks given in individual schools.

The distribution of grades in schools which use the per cent system alone will not be taken up here. A study of these schools, however, shows a far greater variation in the distribution of grades than that brought out in the schools using the combination system. Almost without exception those schools which use exclusively the per cent system show a very high per cent of high grades. The transcripts which come from the schools using the per cent system show a greater per cent of high grades than those using the letter system or the combination system. In schools using the per cent system the great mass of the grades bunch around 90. A detailed study of the per cent system will show that it is the most unsatisfactory of all systems used.

A study of grades given by different teachers in the same school shows a wide variation. The transcripts of grades which are on file in the Department of Education show that the best distribution of grades is given when the letter system is the basis for the grading. In the same school with different teachers there is often no uniformity when an individual pupil is taken. Some teachers by nature are inclined to give high grades. Other teachers whose disposition is less generous are inclined to give low grades. It is often found in the same school that one teacher seldom gives a grade below 90. In the same school another teacher is found who seldom gives a grade above 85. Such grades do not show so much the ranking of the individual pupils as it does the disposition of the different teachers in the same school.

While there are many variations in the systems used, there are some strong tendencies towards uniformity. 79 schools use the letter system and 56 of the 79 use the letters E, S, M, I and F. Again 49 schools use the five division system.

This problem has been studied closely by a number of well known educators in the United States. Among the best known of these are Cattell, Meyer, Dearborn, Kajori and Starch. While these investigators have not agreed in all matters of detail, they have been practically unanimous in the more fundamental principles. In the first place there has been agreement that the per cent or absolute mark system should be abandoned. In the second place, there has been agreement as to the number of divisions used. The five letter or division plan has been found by all these investigators to be the most satisfactory. Third, the system should rank pupils in the order of excellence in any given class from the best to the poorest. Fourth, the relative position or rank of each pupil should be transformed into a letter or mark. In brief, these men have agreed on the following points: The present system should be dropped. A system using five divisions or letters meets most adequately the needs of a satisfactory grading system. A system should rank pupils in the order of excellence in the different classes and finally each pupil's relative position should be transformed into some letter or mark.

A given mark or letter in such a system shows what any pupil is doing as compared to other pupils doing the same work. That is, a given

mark indicates the relative frequency of that grade of work among many pupils doing the same work. This system tells the parent or school official how the work of any pupil compares with the work of other pupils doing similar work. This, beyond question, is what both parents and official desire to know about the work of any pupil.

The administration of such a system is not difficult. It requires that each school shall decide upon the letters to be used. It requires that each teacher shall rank her pupils in each class in the order of excellence from the best to the poorest. After the letters to be used have been decided upon and the pupils are ranked, comes the question as to what per cent of the marks shall be assigned to each letter. That is, if the letters E, S, M, I and F are used, what per cent of all marks given shall be assigned to each letter. It can be definitely decided, for instance that "E" grades shall not include more than 8 per cent of all grades given, E and S grades inclusive, not more than 25 per cent of all grades. That M shall approximately be the grade given to 50 per cent of the student body and the grades of I and F shall include approximately the lower 25 per cent of the student body. Any system of grading which does not fix definitely the per cent of distribution for each letter is doomed to failure. If the distribution is left to the individual teacher, grades do not show so much what the individual pupil is doing as compared to other pupils, as it does what one teacher feels should be done as compared to what other teachers feel should be done.

It may be advisable to have teachers rank all pupils in the different classes and bring these to faculty meeting where the distribution of grades may be decided upon after a general conference. This is especially desirable where a system is being introduced for the first time. Superintendents and high school principals will find it helpful to both teacher and pupils to make a graph of the different grades given. Such a graph may show the distribution of all grades given, the grades of different classes, as senior, junior, sophomore and freshman, or the graph may show the grades given by the different teachers or departments. Dr. Max Meyer of the University of Missouri, has devised a number of blanks on which teachers may report the per cent of grades given to each letter. Such blanks will prove helpful to principals or superintendents in checking so quickly the general distribution of grades. A wider use of such blanks will greatly facilitate the working out of this grading problem. A word of caution should be given here as to the supervision of any grading system. No system of grading is at all satisfactory unless closely supervised. Teachers will not give the proper distribution to grades unless their work is supervised by some one in authority. At the end of each semester all grades should be tabulated to serve as a check on the grades of the school as a whole and of each individual teacher. I should like to make the following recommendations which it seems to me will not only mean uniformity in our schools, but will also give a far more satisfactory grading system than that which is found at the present time in many of our high schools.

1. The per cent or absolute mark system should be abandoned by the high schools of Missouri.
2. A five division letter system should be used, preferably the E, S, M, I and F since this is now widely in use.
3. The highest letter should be given to from 5 to 8 per cent of all grades given. S and E grades should be given to not more than 25 per cent of all marks. M grades should include approximately 50 per cent of all grades. I and F grades should be given to the lower 25 per cent.
4. The superintendent or high school principal should supervise closely the grading system used.
5. At the end of each semester and especially at the end of each year all grades should be tabulated and if possible, graphed in such a way to show the distribution of grades in the school. This graph should not only include the grades for the school as a whole, but it also should show the distribution of grades as given by each teacher and in each department.

## DEPARTMENT OF ELEMENTARY SCHOOLS.

Chairman, C. H. Hitchborn, Slater.

Secretary, Miss Cozette Groves, Lees Summit.

Thursday Afternoon, November 16, 1916.

The meeting was called to order by the Chairman, Supt. C. H. Hitchborn, of Slater. In the absence of the Secretary, Miss Cozette Groves, of Lees Summit, Mrs. Terrence Vincent of Kirkwood, was appointed to act as secretary. The program was carried out as it was given in the printed program, every person on the program being present, as follows:

"The Relation of Elementary Education to Social Efficiency," Supt. W. I. Oliver, Sweet Springs.

"English in the Upper Grades," Supt. Jas. N. Hanthorn, Lees Summit.

"The Value of Scientific Educational Tests in the Elementary Schools," Prin. C. S. Parker, Hyde Park School, Kansas City.

"Supervised Play in the Elementary Schools," Supt. Nelson Kerr, Kirkwood. Supt. Kerr's paper was illustrated by several reels of moving pictures and the meeting adjourned to the Odean Theatre, next door to the High School, to see these pictures, one of the unique features of the St. Louis meeting.

The following officers were elected for the year 1916-17: Chairman, Supt. Nelson Kerr, Kirkwood; Secretary, Miss Ida Brewington, Centralia.

C. H. HITCHBORN, Chairman, Slater.

(Mrs.) ANNIE AUSTIN VINCENT, Acting Secretary, Kirkwood.

## ENGLISH IN THE UPPER GRADES.

By Supt. Jas. N. Hanthorn, Lee's Summit.

There has been much debate what should be the nature of the English work in the 7th and 8th grades. Out of these troubled waters has come much healing. This is the conclusion: We should teach enough grammar to aid the child in correction of his blunders, and enough composition to make these corrections habits. Enough grammar to **know** the right, enough composition to **do** it.

But this principle, while clear, is not specific. Our next problem is to find out the blunders. Some teachers say, and more feel, that the children break all the laws of the English language. But the fact is they only break a few and some of these not often. Our task is now **evident**, and much more **definite** than we have been thinking. We must find out the child's blunders by **looking** and **listening**. Then we can correct them if we will have the children concentrate on them **one** at a time.

This is quite a different program from the one we now follow. Because he broke one law we try to teach him all the "law and the prophets" of the gospel of the English language. But this term of confinement is too brief, judgment too immature, and memory too slippery to know all the laws that have been written in Reed & Kellogg's gospel of our language. He is a confused prisoner. He is afraid to give expression to his thoughts—even afraid to think for fear his thoughts will find expression and in so doing break some of the tables of stone bearing the 10,000 commandments of the English language. His only safety is to **forbid** expressions to pass the portals of his lips. This would bring shame, low standing, and lengthening of term of imprisonment. He makes his lips as marble and his pen motionless. Then his teacher discovers he is dead! She prays he may speak again, but his lips are dumb and his spirit no longer struggles for expression!

If a citizen were to break one law of the state, would we teach him every law? The obvious thing would be to instruct him in the law he violated. I am going to recommend this common sense procedure in teaching English.

Mr. B. C. Gregory found out the blunders of the Trenton schools by their compositions. These blunders were all tabulated. There were 8,481 individual blunders. There were only 43 classes of blunders. From this table the percentage of each error was found by dividing the number of errors of any one kind by the total number of errors. This remarkable revelation was immediately made. There was 16 classes of errors that the per cent of error was negligible. In 12 kinds of error there was only 1%. Is not this a wonderful truth being revealed, that out of 28 of these classes of blunders did not reach  $1\frac{1}{2}\%$  of the 8,481 errors. Is it not evident this would help us to find where to spend our effort? We have limited our energies to only 15 kinds of blunders.

The greatest blunder was the use of long sentences leading to extravagant use of connections, 16% of the whole number of blunders. The next error was the superlative use of words, 15%. The third class of blunders was the relation of subject to predicate 16%. Fourth, all kinds of blunders relating to the use of the verb, 22%. Fifth, errors in nouns and pronouns, 16%. Sixth, use of the article, 4%. Seventh, use of adverbs, 3%. Eighth, all other classes of blunders constitute over 6%. Is not this encouraging to the weary language teacher, that we can concentrate our attack on these severe class of errors? In my paper I gave time and manner of attack for each of these blunders. In this summary I am compelled to omit. Is it not reasonable to suppose that if we would concentrate our energies we could remove seven classes of blunders in six years of school life. But little more than one a year.

You ask what bearing this discussion thus far has to do with work in the upper grades, since it is all to be done in the lower grades? I answer, it shows what should be eliminated, and elimination of work from the English of the seventh and eighth grade is as vital as any other process. This will enable us to find the x, y and z of the upper grades.

Let us sum up, according to the examination of the blunder roll. There are just seven kinds of blunders demand attention so far as correction of speech is concerned. Excessive use of connectives, superfluous words, relation of subject and predicate, errors in tense, involving the perfect and imperfect tense, mistakes in antecedent, the possessive of the noun and the mis-use of preposition, make up 80% of all the blunders, leaving only 20% scattered through 15 other considerations. Are not the limitations of the field, and the character of the errors instructive, not to say startling?

What shall we do with the other 20% of error? I answer omit them, as far as formal instructions is concerned. Shall we let the pupils go on and make blunders? Yes, so far as formal instruction is concerned. These blunders are made so seldom that the making of them will not create a habit either to fix them as a blunder or fix them into habit of accuracy. I would give one more reason to allay the fears of the hypersensitive teacher who can't pass over an error and it is this—the time has not yet come in the child's development to correct this 20% of error. Wait and he will correct himself when judgment is mature, and he can see the correction clearly and not through a glass darkly.

Now we have nearly all the job we usually do eliminated by finding out the common blunders and eradicating them. What next? The easy part is done, though difficulty is before us. The mastery of English as a science and a tool, and of these two the emphasis should be placed on English as a tool.

I threw what I have to say in the form of four simple precepts, which, if pertinaciously obeyed will gain mastery of English language. First, inculcate the habit of looking well to his speech. It is our business to establish the desire to speak well ordered words, and promptness in counting every occasion to speak of consequence. These are the simple agencies by which we sweep on to power something like we mean must never be accounted equivalent to what we mean. Second, spend the seventh grade



largely in reading and talking—gaining thoughts. We have been trying to build up thoughts in the souls of children by putting words together, instead of building English by putting thoughts together. Let us do away with "make-believe grammar" that studies sentences apart from thought and establish virile thoughts that will struggle for their own expression. We must cease to derive thoughts by putting parts of speech together, but derive parts of speech by putting thoughts together. I say, read more and write less. I say quit struggling for expression, but struggle for thoughts, that will cause the child to struggle to give them expression. Let us try to draw language out by infusion of thought. Third, we must strive for dash and daring in expression. This is the way they do speak when they have something to say and anxious to say it. Children must give their thought its head, and not drive with too tight a rein. What stamps speech of worth is not freedom from fault, but fullness of power that really concerns us in how to obtain audacious accuracy. The answer is by range of words and thoughts. The child's vocabulary is absurdly narrow. He has a dozen or two nouns, half a dozen verbs and four or five adjectives and enough conjunctions to stick the conglomeration together. Why do we hesitate to swell the child's vocabulary to meet his needs. He has more things to talk about than Milton or Shakespeare. We are growing picky-unish about giving new words to children. I feel like we are to blame for children not knowing more words. Our readers must be simple, and our spellers must be limited to old words, and Latin has become unpopular. The only way I see to gain new words is to read more literature, and not hesitate to put new words in the spelling book. It ought to have the words they do use and should use. I think there is as much good sense to have a speller contain all the words pupils should know and can't spell as those they do know and can spell.

I summarize—make a concentrated study in lower grades of the seven classes of blunders, more thought material, more words, and a higher desire to give thought expression with dash and accuracy. With more tools and more thought their English in the upper grades will be greatly improved.

## THE VALUE OF SCIENTIFIC TESTS IN THE ELEMENTARY SCHOOLS.

By Chas. S. Parker, Kansas City.

The measure of any material thing is determined by applying to it some standard unit of measure. These material standards have been most carefully developed and preserved. Laws exist for the punishment of persons found guilty of counterfeiting anyone of them or of being false in their application. It is not satisfactory to say that this is about three pounds or that is nearly four yards. Exactness is demanded.

Yet, in the educational work to which is contributed a large per cent of the money received from taxes and from which adequate returns should be required, the wildest guesses have been made and continue to be made in the testing of the efficiency of the schools, the teachers, and individual pupils.

Dr. Starch, of Wisconsin University, in his *Educational Measurements* gives a case of the grading of the same geometry paper by one hundred and eighteen mathematicians. The grades gave a distribution from 27% the lowest, to 92% the highest. Similar results have been reached in the grading of papers on other subjects. Classes, buildings, and whole school systems have been ranked and viewed in very much the same way. It is evident that such estimates are of but little value.

In fact, in the educational world today, there are a few leading educators who, recognizing the unreliableness of the old system of grading, are



endeavoring to devise some plan that will produce a more nearly uniform and more nearly accurate evaluation of results.

It is patent that at the outset accurate standards must be established for measuring educational progress. Certain it is that many of the finer intellectual activities of children, such as the appreciation of the beautiful in nature, in music and in art; the love of home, school and nation; the devotion to principle and to purpose, some at present to be beyond definite measurement. Yet, children do develop along these lines, and development means only a change, and a change produces differences, and differences can be measured. The only thing necessary is to find the proper standard of measurement.

It is, however, true that for much of the school work standards may be determined and readily applied, giving results that serve well in judging the school efficiency. Already tentative standards have been established for many of the elementary school subjects and much time is being given to the development of other standards.

The standards are necessarily built on the fundamental parts of the subjects under consideration and are not fixed arbitrarily. The educators engaged in this work have set aside any preconceived notion that they might hold about school work and with open minds have experimented with thousands and thousands of children, have ascertained what each child could do, have tabulated these results, and at last have reached standards made by the children's own work. Standards so made are fair and just and in their application give adequate data for the ranking of individuals and the classification of schools.

A number of the larger cities are measuring their schools by means of these standards and are tabulating their results in form of reports. Some of the smaller places, without the aid of a specialist, are using the scientific tests successfully.

Professor Hanus, of Harvard, one of the best authorities on school administration in America, says that efficient management of a school system depends upon, "Habitual and well organized self-examination within the school system, including adequate appraisal by the staff of the results achieved, and well conducted experiments to confirm or refute educational opinion within and without the school system."

The Kansas City schools have, during the past two years, made a beginning in measuring school achievements. Mr. Geo. Melcher has directed this investigation and has made a tabulated report of his first year's work.

The material of this paper is gained in part from my association with Mr. Melcher and my own participation in this research work as it came to me as principal of one of the schools, and in part from a study of the reports from different cities active along this line.

In making these measurements, one test in each of the different subjects was made as early in the school year as possible. The results were tabulated and the teachers made a careful investigation of these tabulations.

The teaching force, from superintendent to the individual teacher, had data for all kinds of comparisons. It was found that even though the greatest care had been taken in the classification of the schools under the old examination and teacher estimate plan, that striking variations existed.

To be more definite, it was found that six third-grade rooms did better writing than six seventh-grade rooms. In accurate copying, some buildings were six times better than other buildings. Similar differences were found in other subjects. It was observed that almost one-fourth of the pupils in the fourth grade did better in the fundamental operations in arithmetic on exactly the same test, than did the poorest fourth of the seventh grade pupils.

In comparing the arithmetic work of the seventh grade on the four fundamental operations as prepared by the Courtis Test the following results were obtained:—

	Highest six buildings		Lowest six buildings	
	Attempts	Rights	Attempts	Rights
Addition .....	10.1	7.7	7	4.5
Subtraction .....	12.5	10.2	8.9	7
Multiplication .....	11.7	9.5	7.4	5.4
Division .....	11.6	11.4	7.2	5.8

In spelling the highest six rooms averaged 91.2%, while the lowest six rooms made an average of 66.6%.

Such variations can be explained in no way other than that the purpose of each grade had not been defined clearly enough and that the means of determining the rank of the classes and the individuals had not been uniform.

It was evident that the next duties of the teaching force lay along two lines. Certain well defined, clear cut ends should be accepted instead of so much generalization, as the requirements of each class of each grade. After these purposes had been established and the rank of the pupils determined by standard tests, plans should be developed that would help the teacher, the pupils and the class in reaching these requirements.

This led to conferences and discussions of ways and means. Later developments proved conclusively that inspiration to the teacher was the most effective means. For teachers who were enthusiastic, yet took different plans, secured practically the same advance in the ranking of their classes. However, it was generally true that the teachers were looking to the superintendent, the director of research and the principals for some method that would increase their efficiency. This brought the whole teaching force again to the educators who have taken the initiative in establishing the educational standards. For they, like the true physician after diagnosing the case, have undertaken to formulate remedial measures.

The material prepared by them and offered as helps has taken the form of practice tests and drill work on the essentials. The Minimum Word Lists, Wildeman English Cards, Wildeman Number Cards, Fordyce Tests in Reading, Thompson Minimum Essentials, Studebaker Economy Practice Tests, Courtis Number Tests compose a very good start in this kind of endeavor.

Some of this material was obtained and used by many of the Kansas City teachers. That it was helpful is established by the demand made for it last year and this year by an increasing number of teachers.

I asked some of my teachers to make a written report, giving their estimate of the Courtis Practice Tests for the four fundamental operations in arithmetic and I submit one of these reports, feeling that it may be of interest to hear something from the teacher's point of view.

### A Teacher's Opinion.

In every schoolroom there are many different natural capacities. There are the able children held to what for them are simple, useless repetition drills. On the other hand are the weak, limited minds rushed too rapidly in order that they may keep step with their more able comrades. Even the typical child to whom the work is supposed to be adjusted can receive but little benefit because the large number prevents the teacher from giving him help at the time when the need arises.

So, to efficiently teach the fundamentals in arithmetic to the group of children has long been the teacher's most difficult task.

The Courtis Standard Practice Tests to me have been a most usable means of obtaining the maximum in results from the minimum of effort on the teacher's part. The forty-eighth lessons contain each type of addition, subtraction, multiplication and division within the range of school work so classified that the growth is gradual and constant.

As soon as the pupil completes a lesson successfully he passes to another. When he fails he takes the same test over and over until he masters it. He is thus able to practice on the type of work he needs most and to progress at his own rate.

The work can easily be motivated. No child will willingly be left behind his class. When he sees the gain made by earnest effort he not only has a reason for study but finds a pleasure in each success. The record of each day's score kept by the child creates in him the inner desire to improve.

The shadow answers printed on the back is a clever device in that each pupil can easily and accurately check his own results. In this way the work becomes a game, a race. It is just as interesting to beat one's own record in addition as in running or jumping.

This individual checking and scoring places the responsibility on the child. The moral effects of this self-mastery are of great value. Truthfulness is generated, dependence upon one's resources is established. Habits of attention, concentration, and carefulness are taught. A higher degree of accuracy in all work is produced. The benefits derived from the conscientious and energetic use of these tests are immeasurable.

It would seem then that from a study of these tests and from work with definite drill material that the teacher, the one who must do the instructing, not only knew the rank of her class as compared with the standard for her grade and its rank as compared with other rooms of the same grade, but more important than this she knew more definitely the problems of each pupil. He was better understood. He was better taught. If need be, he was given only the minimum amount of work and he was given credit when he did that well. On the other hand, when a pupil was efficient in a certain line of work, it was evident that he should not be kept marking time but should have other work. The prepared material made it possible for a teacher to meet the needs of each individual along certain lines. The teacher did more effective, more purposeful work.

Toward the close of the year, after the teachers had been given sufficient time to put into operation whatever plans they chose to adopt to improve the unsatisfactory conditions shown by the first test, a second test was given. The results were again tabulated and given to the teachers.

A comparison of the results of the two tests disclosed the efficiency of the work since the first test. Improvement was found in a great majority of the rooms, yet the standard tests and the practice tests do not constitute a panacea. It is firmly believed, however, that they do assist very materially in establishing ideals and in offering at least one method of reaching these ideals. It is just as firmly believed that it is to those schools that have definite purposes for each class, followed by effective methods to accomplish those purposes, that one must look for the best.

For such work brings to the teacher clear cut, specific ends to be reached in each grade in each kind of work. It eliminates the useless material. It stresses the points that need to be emphasized. It eliminates personal opinion and bias and gives impartial results. It gives an accurate ranking of the individuals of a class. It makes possible an accurate comparison of the progress of a pupil from grade to grade. It enables school principals and teachers to determine the progress made by groups of pupils as they pass from grade to grade through the school. It enables impartial comparisons to be made of work of rooms in the same building and also of rooms or grades with corresponding rooms and grades in other buildings.

It enables comparisons of the work in the different buildings to be made. It enables accurate comparisons of work in different cities to be made. It gives an accurate scheme for comparing the results of different methods of teaching subjects and also of different plans of school organization. It gives the teacher a very accurate means of measuring her own teaching. This, I think, is the most important of all for, "The ultimate end of all educational measurement is to increase the effectiveness of the instruction which the child receives."

## DEPARTMENT OF GEOGRAPHY.

Chairman, A. E. Parkins, Columbia.  
Secretary, C. E. Marston, Springfield.

Thursday afternoon, November 16, 1916.

The Missouri Department of Geography met as a department of the State Teachers' Association the afternoon of November 16, 1916, at the Central High School, St. Louis. In the absence of Dr. A. E. Parkins, President, Professor A. J. Cauffield, of Maryville State Normal School, was made chairman of the meeting. A report of the Committee on Constitution was read and adopted. The symposium on "Status of Geography Teaching in Missouri and Suggestions for Improvement" included investigations and discussions on (a) "In Rural Schools," Mr. Samuel Bratton, Warrensburg, Missouri; (b) "In Elementary Schools of Smaller Cities," Superintendent Charles H. Hitchborn, Slater; (c) "In Elementary Schools of Larger Cities," Principal L. W. Rader, St. Louis; (d) "In High Schools, Mr. J. R. Cowan, Northeast High School, Kansas City.

"Geography in the Junior High School" was discussed by Professor C. E. Marston, Springfield. An illustrated lecture was presented by Professor M. E. Branom, of Missouri State University on "Life in the Southern Appalachian Mountains." The proposition to publish a Missouri number of the "Journal of Geography" was referred to a committee for investigation and report.

Officers elected for the ensuing year were C. E. Marston, Springfield, Chairman; and Samuel Bratton, Warrensburg, Secretary.

A. J. CAUFFIELD, Acting Chairman, Maryville.

C. E. MARSTON, Secretary, Springfield.

## GEOGRAPHY IN THE JUNIOR HIGH SCHOOL.

By C. E. Marston, Springfield.

Geography as taught in our common schools should include, 1, home geography; 2, intermediate geography; 3, advanced geography (Junior High School) and four special—physical or commercial (High School).

Home geography is studied as a basis of interest and understanding of other geography. It is begun in the 3rd grade and deals with man's need of food, clothing, shelter and communication. It embraces a study of the child's environment mainly from an industrial viewpoint. Home geography cultivates the child's power to express himself e. g. oral and written language, sand table, modeling, and gesture. The work is entirely oral and the subjects presented depend on the locality.

Intermediate geography begins with the fifth year when the child has learned to use a book. It involves journey geography, type lessons, map study and clear descriptions. It answers the questions "what" and "where." Its object is to enrich the child's knowledge of the earth. During the "drill period" the child memorizes the important facts of geography. The home region and North America are emphasized.

Advanced geography is rational and social geography. It deals with problems and answers the question "why." The causal idea is too difficult for earlier grades and over 90% of the Junior High Schools have geography at least in the 7th grade. It is not a review. The same countries are studied from a new and broader view. Geographical principles are important and texts must be prepared to furnish problems and new material. His-

tory must be closely associated with geography. A greater difficulty than course of study or text will be to get trained teachers of geography for the Junior High School. We must reorganize our subject matter and eliminate that which is least valuable. The problem: Why is steel manufactured at Gary, Ind.? will cause the pupil to locate iron ore, coal fields, possible routes of travel and read with purpose to find out just what conditions favor such industry. If we can teach in the upper grades by problems, it will revolutionize present methods.

The Junior High School geography may properly provide laboratory and field work on the physical and industrial side. The text book method is never justified in geography and least of all in the advanced grades. The eighth grade should contain a critical study of Missouri. Home geography in some form should run through all the grades but a physical and industrial study of the child's own state should come last.

A recent survey shows that the larger per cent of Missouri teachers of geography are teaching the subject without high school or normal training. It is remarkable that the results are as good as they are. At present with physical geography receiving less attention in high schools, the state's ability to train geography teachers is wholly inadequate.

When the public understand the practical and cultural value of geography, it will receive greater emphasis in our schools. There is much evidence that such a time is not distant. By properly teaching the subject in Junior High Schools much can be done to enlarge public interest.

It is recommended:

1. That a new course of study in geography be prepared for Missouri schools.
2. That state educational institutions departmentalize the work and give it greater emphasis.
3. That city school superintendents retain geography in Junior High School grades and where possible add commercial geography to the Senior High School.
4. That the Missouri Council of Geography increase its membership and work unceasingly for the improvement of geography teaching to our state.

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#### THE STATUS OF GEOGRAPHY TEACHING IN THE ELEMENTARY SCHOOLS OF THE SMALLER CITIES OF MISSOURI.

By Supt. C. H. Hitchborn, Slater.

My inquiry into the status of the teaching of Geography in the smaller cities of Missouri was made in the following manner:

1. A questionnaire was sent to the superintendent of schools in each of forty to fifty of the smaller cities of the state asking for information in regard to the preparation of the teachers of geography in these schools, the course of study in geography and its content, the equipment for teaching the subject and the methods used by the teachers.
2. A record of the preparation of teachers of geography who were enrolled in the geography classes of summer schools in the University and several of the Normal schools in the summer of 1916 was secured.
3. Numerous interviews were held with superintendents and teachers of geography in which various phases of the subject were discussed.
4. A study of the professional literature on the teaching of geography was made.



My inquiries brought me responses from more than 200 teachers of geography in the schools of the smaller cities of the state. A tabulation of the items in these responses shows the following facts:

**Teaching experience:**

Years .....	0	1	2	3	4	5 or more
No. of teachers .....	17	47	39	18	15	72
Per cent of teachers .....	8	23	19	9	7	36

**Preparation in Geography above 8th grade:**

	None	High School	Normal	University
No. teachers .....	33	106	121	6
Per cent teachers .....	16	53	60	3

**No. weeks work in H. S. Geography:**

No weeks .....	None	9	12	27	36 or more
No. teachers .....	43	12	13	4	77
Per cent of teachers .....	21	6	6	2	38

**No. weeks Normal School geography:**

No. weeks .....	None	6	12	20	24	36 or more
No. teachers .....	85	5	57	21	20	18
Per cent teachers .....	42	2	28	10	10	9

**No. weeks' work in University geography:**

No. weeks .....	8	20
No. teachers .....	5	1

**Preparation for teaching geography as compared with preparation for teaching other subjects:**

Arithmetic	Less	Equal	More
No. teachers .....	104	41	68
Per cent teachers .....	50	20	30
History	Less	Equal	More
No. teachers .....	75	36	92
Per cent teachers .....	37	18	45

From a consideration of these facts, I conclude that Geography has not been one of the popular subjects in the courses for the training of teachers for the elementary schools. My observation, however, leads me to believe that teachers are coming to realize more and more the necessity for better preparation for teaching geography and entering the classes for advanced study of the subject more frequently. Probably more than 500 teachers were enrolled in the geography classes of summer schools in Missouri during the summer of 1916.

### **The Course of Study and its Content.**

Responses to my inquiries in regard to the course of study in geography and its content show a remarkable lack of uniformity in the courses of study and a wide variation in the time in the course at which the different phases of the subject are taught. Many schools leave the consideration of causal relations until late in the course; very few schools reported the study of causal relations earlier than the sixth grade.

It is not strange that this condition of "floundering" should obtain in the geography courses in Missouri schools. Within my recollection geography has been the dumping ground of educational fads in the elementary schools of the state. At one time nature study claimed the lion's share of attention in the study of geography; place geography has had its day; industrial features and commercial factors have had their seasons to claim the best efforts of many teachers; geographic principles have had slight attention and the training of children in the acquisition of these principles and their application in the study of geography has received little attention.

In nearly all the schools the equipment for teaching geography is meager. About 90% of the schools are supplied with maps, but very few schools have other equipment, such as library books, collections of materials, sand tables, barometers, lanterns, etc.

The responses to my inquiries about the methods of teaching employed were so indefinite that I hesitate to draw any conclusions from them.

### Recommendations.

There is probably no recommendation that could be made the adoption of which would be of more value to the teaching of Geography in the Elementary schools of the smaller cities of Missouri than that of a course of study which is definite in its form and content, and yet sufficiently flexible that it may be adapted to the particular environment in which any given school may be located. Accordingly I submit the following brief outline of what I believe to be such a course:

- A. Observational work and Incidental work in the language stories, nature study and general exercises of the first three years in the Elementary school.
- B. Geography of the Lower Grades. Introducing text and regular recitations in the 4th grade. Home Geography:
  1. Social units or life relations: (a) Family, (b) Village, town or city, (c) Means of communication, (d) Industrial groups-division of labor, (e) Commerce and transportation.
  2. Earth units: (a) Plains, (b) Rolling lands, (c) Rugged lands, (d) Plateaus, (e) Running water, (f) Soils, (g) Atmosphere.
  3. Necessities of Life: (a) Food, (b) Clothing, (c) Shelter, (d) Fuel.
  4. World Whole: (a) People and Products of many lands.
  5. General facts about the world: (a) Form, (b) Size, (c) Motions, (d) Zones, (e) Continents and oceans, (f) Latitude and longitude.
  6. North America and U. S. by regional groups.

The choice of topics and the order in which they are studied should be determined largely by the conditions of the local environment. The social units are placed first because they deal with the life side and through them an understanding of the necessity for a study of the earth environment may be developed. Causal relations should not be neglected. In these lower grades the teacher should lead the children to work from the effects back to causes that control. Physical causes should be sought simply as an interpretation of the life conditions that come within the scope of their study.

- C. Geography of the Intermediate Grades (5th and 6th).
  - I. Studies of the Continents:
    1. North America: (a) The continent, (b) United States by regional groups, (c) Missouri—general features, (d) Other countries of North America.
    2. South America: (a) The continent, (b) Countries by regional groups.
    3. Europe: (a) The continent, (b) The greater powers, (c) The lesser powers.
    4. Asia: (a) The continent, (b) Countries by regional groups.
    5. Africa: (a) The continents, (b) Regional divisions.
    6. Australia and island groups.
  - II. A Detailed study of North America and United States:
    1. The continent and its history. 2. The United States and its groups of states. 3. Territories and dependencies of the United States. 4. Other countries of North America. 5. Position of U. S. in relation to the world.
  - III. Geographic Principles:
    1. Earth relations. 2. Winds and rain. 3. Oceans and their movements. 4. Life-plants, animals and peoples.

The method of analysis characteristic of home geography in the lower grades should be followed in the intermediate grades. Children at this time are interested in the life relations found in a region and there is fine opportunity to develop an understanding and appreciation of the causal controls and influences over life. Causes should follow consequences and be sought out to explain the conditions of life that the children find to exist in a given region. The teaching process is of all importance in these grades. The study of the continents furnishes an unsurpassed field for true geography teaching.

**D. Geography of the Upper Grades (7th grade and probably 8th.)**

**I. Detailed study of the continents:**

1. South America, (a) General facts, (b) Principal countries.
2. Europe: (a) General facts, (b) Principal countries.
3. Asia: (a) General facts, (b) Countries by regional groups.
4. Africa.
5. Australia and island groups.

**II. Review of United States and comparison with other countries.**

**III. Geography of Missouri in detail.**

In the upper grades the process of teaching casual relations should be just the opposite to that used in the lower grades. The physical influences and controls should be carefully presented and the life conditions should be seen as consequences that develop out of these geographic controls. Maps study—maps of physical features, temperature maps, rainfall maps, maps of distribution of animals, vegetation, rainfall, winds and trade routes,—should be used to a large extent in the upper grades. Pupils should become as proficient in the reading of the various maps as they are in reading from the printed page. The better texts are well provided with maps; large maps constructed by means of the wall outline maps are of especial advantage for classroom use.

## KINDERGARTEN AND PRIMARY DEPARTMENT.

Chairman, Miss Cora L. English, Kansas City.

Secretary, Miss Frances A. Burris, St. Joseph.

Thursday afternoon, November 16, 1916.

The Kindergarten and Primary Department of the Missouri State Teachers' Association held its session in the Assembly Room of the Third Baptist Church, Thursday afternoon, Miss Cora L. English of Kansas City, presiding. In the absence of the secretary, Miss Burris, Miss Jennie C. Taylor was chosen acting secretary.

The first address was given by Dr. J. L. Meriam, Columbia. Dr. Meriam asked the privilege of changing his subject announced, "Essentials in School Curriculum for Today," by omitting "Essentials" and placing emphasis upon "Today."

In place of the Round Table discussion announced in the program, Miss Alice Shallicross, St. Louis, read a paper, taking for her subject "The Problem of Educational Reconstruction."

Miss English then proceeded to the business of the election of officers. Miss Mary J. Brady, St. Louis, Chairman of the Nominating Committee, presented the following names: Chairman, Miss Stella Yowell, Supervisor of Primary Work, Springfield; Vice-Chairman, Miss Minnie Newman, Primary Critic Teacher, Cape Girardeau State Normal; Secretary, Miss Patience Hocker, Kansas City. The report of the committee was adopted.

No further business appearing, the meeting adjourned.

MISS CORA L. ENGLISH, Chairman, Kansas City.

JENNIE C. TAYLOR, Acting Secretary, St. Louis.

## SOME PRESENT DAY ASPECTS OF EARLY ELEMENTARY EDUCATION.

By Alice L. Shallcross, St. Louis.

In seeking to determine the curriculum, organization, and methods of the early elementary school we must take into account the two fundamental aspects of the educative process: on the one hand, the aims which education should seek to realize; and on the other the nature of the individual to be educated.

Concerning the first of these—the aim of education—we may say: The aim of education is to fit the individual for active participation (a give-and-take participation) in the life of a growing democracy; to fit him to become an intentionally efficient part of a broad and complex process in which the economic, social, and spiritual elements are all in a state of evolution. And since preparation for efficiency in a changing society is very different from preparation for efficiency in a static society, it becomes necessary for us to state that we mean by efficiency, not merely a fixed adjustment to existing conditions, but rather the ability to make new adjustments—the capacity to use powers gained in old situations in meeting new and somewhat different situations.

Concerning the nature of the individual to be educated we may say: Though it is true that no two individuals are alike and that allowance must be made for this fact, nevertheless it is equally true that all young children possess in varying degrees the following characteristics:

Abundant motor and sensory activity.

A strong tendency to manipulate objects and materials.

A lack of co-ordination of the finer movements.

Inability to give voluntary attention.

A desire to be where others are.

A marked interest in adult activities that lie close at hand in home and neighborhood.

This list could be much extended, of course—but it is long enough to serve our purpose.

And now, having stated the aim of education and described in sane measure the nature of the young child, it remains for us to consider the curriculum, organization, and methods of the early elementary school as determined by these two factors.

In regard to the curriculum and organization, the aim of education, as we have defined it, points at once to the need of a modification of the traditional procedure of both the kindergarten and primary school. In both it means a more genuine social situation than has existed in the past; more freedom from conventional organization; more play that is real play—the “healthy, vigorous expression of the whole child” in which he contrives, thinks, plans to carry out his own ends; and, solving problems in part by his own initiative, develops powers of self-reliance and self-direction in relation to the situations which confront him. In both it means far more liberty than has been accorded in the past—only that form of liberty, however, which is the correlative of true interest and true morality.

Considering the primary school alone, besides more liberty and more play, further desirable modifications might be: a better motivation of reading and writing through their use in social purposes and in carrying out genuine child projects; more real self-expression in dramatics, music, drawing; less book work, less formalism, and more real living.

In the kindergarten a corresponding modification must take place. If the aim of education, as we have defined it, means anything at all, it means the introduction into the kindergarten of a type of situation, a use of activities and materials, which will allow the child to bring to bear upon the problems that arise in the kindergarten the knowledge and powers he has brought with him from home. It means, too, that the new knowledge and powers gained in the kindergarten shall be acquired in such a way that they will continue to function when the child passes into the primary school and the new experiences that meet him there. It means the abandonment

of all that separates the kindergarten from the rest of life as the child knows it, in the home, in the playground, in the neighborhood, in the school; and the using of those experiences which relate it most closely to the life of the home, the playground, the neighborhood, the school. Unity and continuity—the two kindergarten watch words—from our present point of view can mean only one thing: the unity and continuity of the child's own life—a continuous, unbroken development in which the new situations are such as to call up in the child his already acquired powers of control; in which the values the child finds in kindergarten are the same that he finds in the rest of the school and in all worthy forms of life outside the school; in which new ideals grow out of the old without a jolt or break.

So much for the aim of education as it determines the curriculum and organization of the early elementary school. What does it suggest in regard to specific methods of procedure? Does it not say: provide abundant opportunity for free experimentation and genuine self-expression on the part of the child, letting improvement in expression and more purposeful work grow up gradually, guided by the child's spontaneous imitation of the teacher and the other children, by direction from the teacher, and by suggestions from the teacher and the other children? Does it not say: let your help and suggestions be freely given, but limit them by the requirement that they meet a felt need in the part of the child and that they function in making him less and not more dependent; that they do not check in him the desire and power to take the initiative; willingness to try out any situation; the wish to rely upon himself.

And when we come to consider the nature of the child we find that it confirms what the aim of education has suggested as to the curriculum, organization, and methods of the early elementary school. As to curriculum it indicates that **activities, materials, other children, and a guiding and controlling power** are all essentials if the instinctive manifestations of the child are to be utilized. The desire to explore, to see, feel and manipulate things, which it will be remembered was mentioned as one of the common characteristics of young children, demands materials as its counterpart and forms the basis for constructive handwork which leads toward the industrial and fine arts work of the school. The lack of co-ordination of the finer movements, another common characteristic of young children, demands that the materials chosen for this handwork be those which a small child can handle without strain, and that the products be simple and crude. The need of physical activity and the desire for the pleasure of other people, two more common characteristics of young children, demand association with other children as their counterpart and form the basis for social and co-operative play; for communication through language; and for adaptation to social situations. All of the common characteristics of children which we have mentioned, demand as their counterpart, the guidance of a wise teacher if they are to have their full educational value.

When we consider the nature of the child in relation to specific methods of procedure we find such exact confirmation of what has been suggested by our aim that repetition will be unnecessary. Only one important fact needs to be mentioned—that is, the value of spontaneity in the beginning of life as the basis of all later developments. If the first years of the child's school life chill the child's joy in, and satisfaction with, his own crude expressions; if they interfere in any way with his lack of self-consciousness; if they destroy his eagerness to do things—and to do things for himself—then something is gone which never, or only with difficulty, can be gotten back. While it is most truly our aim to lead the child to better things, we must remember that this leading can only be a gradual process of which the first years of school life stand very near the beginning. There must be expression before there can be improvement in expression; the desire to express must remain or later there will be no expression to improve. Therefore, it becomes the special province of the kindergarten and primary to give the child opportunities to express; opportunities to react in all kinds of ways to all kinds of appropriate situations and materials—because in these varied reactions lies the basis of all later specialized development. But specialize too soon, by your own manipulation of the situation narrow



down the child's possibilities of response until you get a response that is beyond the child's power of self-adjustment, and you are arresting the child's development and not promoting it.

One other point needs to be touched upon in conclusion. It is this: If, as educators of little children, we try to make application of the principles suggested in this paper, we shall need to meet our problem genuinely—to face actual conditions not theoretical ones. As we come, each of us, to our particular schoolroom situation, and the little children who await us there, we should ask ourselves these questions:

What do these little children have in their experience that I can use?

What do they lack that I can supply?

What can I best use and best supply at this stage of their development and what can best be left to be supplied or utilized at some future time?

No one of us, alone, can adequately answer such questions—especially the last one. But working together earnestly and sincerely with the help of educators in various other fields, whose problem, in many of its aspects, is identical with our own, surely we may gain increasingly deeper insight into the ideals that are most worth striving for, and may acquire increasingly greater skill in finding ways and means of realizing them.

#### AN ELEMENTARY SCHOOL CURRICULUM FOR TODAY.

By J. L. Meriam, University of Missouri, Columbia.

In Professor Dewey's "Schools of Tomorrow" the Elementary School at the University of Missouri is described together with certain other schools to which the author calls attention as schools suggestive of educational work that will be found soon in our public schools. There is an old story of the small boy who was continually searching for tomorrow, but was finally told by his father that tomorrow never comes. For fear that the work in the schools under my direction may be looked upon as a work of tomorrow that never comes, I wish to emphasize the notion that it is high time that we were conducting in our public schools an education for boys and girls to actually use today.

The traditional school stresses preparation for later needs. The adult looks upon the child as preparing to live the life which the adult is now living. He thinks of failure in business, in the professions, and the like as due to the lack of foresight into conditions and therefore regards the child as needing to prepare himself for later living. If one examines closely the nature of the elementary subjects, he will, I think, be convinced that the content of such subjects is of a preparatory nature rather than for service now. Most children read for the purpose of learning to read rather than for the pleasure or profit in the story itself. And surely we must say the same of practically all of the arithmetic studied.

There seems to be prevalent the notion that childhood is of little value, that children should prepare now to live later rather than in living now prepare sufficiently for later life. Most of the more primary work in our traditional schools would seem to be of no real value if these children failed to grow into manhood. Indeed, what great changes we would make in our primary work if we were sure that all our boys and girls were to die at the age of 10 or 12! Teachers frequently attempt to appeal to the interests of the pupils by asking them to anticipate the future. To many teachers, motive is found in anticipation, but it must not be forgotten that the adult forecasts the future only upon the basis of experience which he has had. Without such experience children are unable to find real motives as adults in anticipating later life.

Let me give three theses in support of my emphasis upon conducting the schools for children today rather than tomorrow.

First: In the interests of the majority of the pupils school work should meet present needs. Our studies in withdrawal of pupils from school show how the great majority of pupils leave school before they reach the stage where much use is made of the reading, writing and arithmetic acquired in school. For this reason school work should be made elementary rather than introductory, as at present, and our school work should be such as to help boys and girls to do better in whatever wholesome occupation they may be then engaged. The tax payer may well question the costly education of our boys and girls if that education does not become effective.

Second: Boys and girls are themselves really concerned with the present. They live in the immediate present. It is true that some forecast in a childish way what they will do when they are men, but that is not the common and constant experience of little people. They are not planning so much for tomorrow as for what they wish to do today. Their real interests and their motives are in the present.

Third: Homes and community need the immediate co-operation of the school. I am confident that our schools serve too little the home and the community, but depend altogether too much upon the support of the home and communities to keep them alive. A school which is not serving society has no reason for existence. The school should help parents in their direction of the play life of children, and parents would appreciate the assistance which schools might give in showing boys and girls how they can play vigorously and nobly with one another. Parents also need the help of the school in developing in children the opportunity of healthfulness. The school has great opportunity in this particular. The school should help the public. If more were done by the school to interest boys and girls in the life of the community, there would be less lights broken at street corners, less rowdiness in public places and other such little misdemeanors that are annoying.

One further word may be added. Good evidence can be found to show that within the limits of childhood experience efficiency in the immediate present is the best preparation for efficiency later. Boys who play well are probably the men who will work well. Boys who learn to behave well among themselves at home and at public places will probably be the more reliable citizens in later life.

The Elementary School at the University of Missouri is carrying out a scheme of work guided somewhat by these principles. No effort is made to teach the traditional three R's and other such subjects as such. Pupils are taught to play for the pleasure and the fun in various games. They are taught to be more observant of plant and animal life about them, of the phenomena of earth and sky and behavior of people. They are taught how to enjoy reading and telling stories largely as a means of spending leisure time. These pupils learn to make many things with their hands. These are the four lines of activities in which our pupils are engaged, regardless of learning to read, write or cipher. But the truth is that they do read more than the pupils of the traditional school. If they do not write and cipher so well in mechanical things, their composition and their calculation show a breadth of view and a fullness of information which is more valuable than technique in writing and ciphering. The emphasis is then upon the service of a curriculum for boys and girls today in their immediate environment rather than in equipping them for life that they are quite expecting to live tomorrow.

**DEPARTMENT OF READING AND PUBLIC SPEAKING.**

Chairman, Harry A. Miller, Maryville.

Vice-Chairman, H. E. Blaine, Joplin.

Secretary, A. W. Vaughan, Cape Girardeau.

The first session of the Department of Reading and Public Speaking was called to order by Chairman H. A. Miller of Maryville, at 2 o'clock, November 16, 1916, in Room 309, Central High School Building, St. Louis, Mo. In attendance were representatives of practically all of the higher educational institutions of the State and of many of the High Schools and Elementary Schools, making a total of over one hundred fifty (150) teachers.

After a statement by the Chairman regarding the reasons in the minds of the originators for creating this new department of the State Teachers' Association, the following program was presented:

1. Oral English in the Upper Grammar Grades—Fred M. Tisdell, University of Missouri. General discussion of the paper by A. W. Vaughan, Cape Girardeau; Miss Virginia Craig, Springfield; and others.
2. The Possibilities of Character Development Through Vocal Expression—Elizabeth P. Hunt, Cape Girardeau Normal School.
3. Oral English in the High School—T. Hamilton Lawrence, Park College.
4. A Campaign for Better American Speech—Clarence Stratton, Central High School, St. Louis.
5. Oral English: Its Place in the Curriculum of Study. Round table discussion led by H. E. Blaine, Joplin High School.

Accepting a suggestion made in the paper by Doctor Stratton, the Chairman appointed a Committee on Resolutions to consider especially an expression of approval of the campaign for the purification of American speech now being conducted by the National Council of Teachers of English. The committee included Mr. Lawrence, Mr. Stratton and Mr. Vaughan. This committee presented the following report:

**WHEREAS:** an English course should train pupils to read ordinary prose and poetry aloud intelligently and expressively; to say whatever they may have to say in clear, orderly fashion with good enunciation and correct pronunciation; to take part creditable in any sort of public speaking to which the average high school graduate is likely to be called; and

**WHEREAS:** in life oral expression is used much more extensively than written expression;

**BE IT RESOLVED:** that this Department of Reading and Public Speaking of the Missouri State Teachers' Association is of the opinion that at least one hour a week should be devoted by each pupil to the study of oral English.

**AND FURTHER BE IT RESOLVED:** that this Department strongly urges all schools of Missouri to introduce training in oral English into their prescribed English courses;

**AND FURTHER BE IT RESOLVED:** that this Department of Reading and Public Speaking recommend to the Department of Education of the State of Missouri the desirability of special training in Oral English as a requirement for Certification of Teachers.

Signed: T. HAMILTON LAWRENCE,  
CLARENCE STRATTON,  
A. W. VAUGHAN,

Committee.

It was moved and carried without a dissenting voice that this report be adopted.

The following officers were then elected for the ensuing year: Chairman, A. W. Vaughan, State Normal School, Cape Girardeau; Secretary, T. Hamilton Lawrence, Park College, Parkville.

On motion the assembly then adjourned.

H. A. MILLER, Chairman, Maryville.

A. W. VAUGHAN, Secretary, Cape Girardeau.

## ORAL ENGLISH IN THE HIGH SCHOOL.

By J. Hamilton Lawrence, Parkville.

Oral English is one of the most important studies now being pushed in the high schools. It lies at the very heart of educational progress. Our school system is receiving severe criticism and probably deserves it. However that may be, I firmly believe that the introduction and development of Oral English will give efficiency to the education that students are receiving. It is not a panacea but it will prove to be one of the elements, at least, that will enable the student to assimilate instruction and use it effectively after he leaves school.

It is important for vocational and civic reasons. It must be admitted that one of the most important functions of any democratic system of education is to train students to express themselves intelligibly and effectively. The very conditions of modern life make this necessary. The prevalence of newspapers and magazines may limit the usefulness of the lecturer and orator, though I deny this, but certainly the ability to talk in an intelligible and interesting manner on the subjects of mutual interest in small groups was never so necessary.

Oral English is important for pedagogical reasons. Professor Smith of Colgate emphasizes three of these reasons in a recent article. Oral expression tends to correct thought processes, if they are faulty, and mental content. It serves to co-ordinate the functioning of the mind and of the tongue. And third, it confirms the mind in the things which it knows.

Psychologists tell us that without expression there can be no impression. The experience of every teacher daily confirms that statement. A student does not really know a thing until he can impart that information or knowledge to another.

The average student is unable to hold in mind what he has to say and present his material in an orderly and coherent manner. This is partly due to embarrassment, partly to self-consciousness and largely to lack of training.

The second difficulty which the young speaker meets is a lack of an adequate vocabulary. Utterance or the ability to speak distinctly and forcefully the student does not have. He takes little thought or care for clear enunciation or expressive utterance.

What method is the teacher to employ in Oral English? In general, simply let the student talk. Sympathetic tact and enthusiasm on the part of the teacher are essential. He must show the way, suggest or assign subjects and give constructive criticism. Very frequently these problems will solve themselves.

One of the big problems for the student is, "What shall I talk about?" School life and the related interests of the student offer abundant fields of materials. Every class hour in the week should be an exercise in oral expression.

The great men and achievements of the world can be made to seem real to the students by getting subjects from these sources. "By Oral English it is possible to bring into the schoolroom information that will be of great value to the students, and to awaken interests and establish habits that may affect their tastes and direct their activities long after the students have left school."

Two elementary and fundamental principles of speaking the teacher must emphasize and insist on. First, the speaker must be intelligible. This will call for clearness of thought, of arrangement and of oral expression.

Again, every speaker must interest his audience. He must be able to relate definitely his subject and its treatment to the experiences of his hearers.

In conclusion, I want to say that this is one subject in which practically all students and teachers can find a source of enthusiasm. The hour of Oral English, if properly conducted, will be the bright hour of the day. It will relieve the drudgery that of necessity is found in the experience of most teachers and pupils.

#### A CAMPAIGN FOR BETTER AMERICAN SPEECH.

By Clarence Stratton, St. Louis.

Mr. Chairman, Ladies and Gentlemen: Two years ago at a conference of teachers of English at Stratford-on-Avon speakers in general discussion helped their hearers by telling what schools or countries they came from, and what phase of the topic they intended to treat. To carry out this same idea let me explain that I represent the Committee on American Speech of the National Council of Teachers of English and that I appear before you to solicit your support in a movement I know you approve if I am to believe in your cordial reception of the papers presented before you.

First, let me call your attention to the Committee I have the honor of serving. It is no merely pedagogic, academic group of people striving to accomplish some change of moment to teachers only. Its 170 members are classified roughly in the following manner. Naturally there are a great many professional teachers like ourselves, but more significant are these groups.

There are thirty-one actors and teachers of dramatics making a list from Miss Margaret Anglin to Mr. Francis Wilson, every one vitally concerned with good speech. There follow nine singers, beginning with Mr. David Bispham. Naturally physicians, throat specialists, and dentists engaged in treatment of malformations, eradication of speech defects, are represented by a large number of names. Eleven librarians and sixteen editors and writers give us the support of books and periodicals in all ways. The last division "others" is miscellaneous, but it includes men practically engaged in such businesses as telephone service. From people connected with this, from manufacturers of phonographs and dictaphones we expect hearty support. For a girl who later becomes an operator goes through a rigorous training for the voice that will permit her later at the end of a monotonous day to still reply to your irritating call, "The line is busy," and do it in a perfectly charming sweet voice. And when you angrily inform her that she has given you the wrong number she can say as though she means it, "I beg your pardon." How many teachers at the end of a day's work still have pleasant voices for their pupils? Telephone Companies are doing more for speech betterment than most schools.

Of the plans of the Committee a great deal could be said, much more than I can at present place before you. But permit me to state first that our hopes are somewhat restricted. We shall not attempt to change the quality of the usual American speaking voice though we may hope for some betterment. We shall not try to wrench from the New Englander's pronunciation the "r's" he invariably welds to the ends of area, idea, and draw. We shall not endeavor to force the southerner to pronounce his "r's." We shall try to say nothing of the flat wheeled middle west "a." We shall still listen to "Nawleans" and "Kyar" and "deoun teoun." But we do hope, and not vainly, to gradually and naturally so interest people in the vital importance of good speech that this generation perhaps, the next generation certainly, will speak better English more easily and fluently than now. We would spare the American university professor the shame of apologizing for his harsh voice and peculiar twang when he appears before



a convention in England composed of people engaged in teaching the same language. We would have every pupil in school today trained to use his mother tongue easily and effectively when he stands before an audience, whether it be small or large, informal or formal.

That this Section shares the beliefs of the Committee on American Speech is apparent from the two papers already delivered and from the speeches made in the general discussions.

It is my hope that you will register in some way the opinions, the views you hold. To this end I hope that you will entertain a resolution which will place upon record the support you have indicated. At this same time the Missouri Society of Teachers of English is acting upon such a resolution. If these two bodies pass today some definite statement of what they believe is the importance of speech training and what they recommend should be its prescribed part in the curriculum, a concerted plea can be made to the authorities for its inclusion. As you have already heard, New York has taken action, California likewise, Alabama is not far behind, the Southern Association is co-operating, a survey of speech conditions is being made in Chicago, a nation-wide speech league with commercial and industrial support may be launched from New York, the Illinois State Teachers' Association will be interested next week. If this last should lend its aid it would inaugurate a spreading wave of influence from this district which would in no short time change conditions throughout the entire nation. I shall not presume to move the resolution. One of the speakers of today has kindly consented to put it before you.

It will not shock you, I hope: it is not a radical statement, it merely records what all teachers feel must be recognized. The chairman of the Missouri Society of Teachers of English is so heartily in favor of all it states that he suggested an addition providing for prescribed speech-training as a requisite for certification of teachers. A member of the faculty of the University of Missouri volunteered the encouraging information that one of this section's speakers and he had discussed this very topic on their way here. I cite these supporting details because I would bespeak for the resolution your fair consideration and votes. Your sympathetic and approving reactions to the remarks made in this meeting convince me that you are in hearty accord with this plea for increased intelligent training in the use of the language we all love.

### ORAL ENGLISH IN THE GRAMMAR GRADES.

By Frederick M. Tisdell, University of Missouri, Columbia.

As boys and girls approach the grammar grades they are less and less constantly under the influence of the home and more and more under the influences of the playground and the street; and the language of the playground and the street is almost always worse than the language of the home, where we will admit, it is usually bad enough. Moreover the child now outgrows the spontaneity of childhood and becomes more and more self-conscious. To maintain naturalness in reading and keep the conversation free from vulgarity and error become for teachers almost superhuman tasks. Not unnaturally the reading of our grammar school scholars is almost universally bad; their errors of speech glaring. Reading aloud is almost a lost art and the art of conversation at a low ebb. Ought we not to do more than is being done to improve the situation?

The subject has two aspects: first, the training of teachers for the work in the grades; second, methods of teaching oral English in the grades.

Are the normal schools and teachers' colleges doing all that can be done to make our teachers pronounce the language correctly and beautifully and express their ideas with precision and force? All the normal schools of

Missouri offer some training in reading and speaking in addition to the conventional training in composition and literature. Some have special departments of expression. More than half of the work, however, is in public speaking and debate and none of it, so far as I know, is required. I find no indication that any school insists that every student shall know how to interpret literature intelligently and talk correctly before receiving a diploma. To what extent do the courses offered actually reach students who intend to teach in the grades? Is it not time to consider whether these courses are important enough to be placed on the same basis as the courses in composition and practically required of everybody. For teachers, the spoken language is quite as important as the written language; pronunciation quite as important as spelling. Moreover to be able to interpret orally a piece of literature, especially poetry, in a way to inspire interest in boys and girls is an invaluable aid in the teaching of literature; and the teaching of literature forms a large part of the work of the teacher in the grades. Every teacher should have a well modulated voice, a clear and correct pronunciation of the language, the ability to read aloud intelligently and appreciatively, and the power to express his own ideas with reasonable facility.

As to methods of teaching, only a few general observations may be made here. Articulation and pronunciation are fundamental and must be insisted upon just as spelling is insisted upon, but they only introduce us to our problem. The difficulty in the schools is in vitalizing the reading. Scholars so often do nothing but pronounce the words and "say off" the sentences. And teachers are too often content with merely that. Scholars often have little comprehension of what they read and express it without any emotional or imaginative appreciation. It is all mechanical and monotonous. The teacher must dwell upon the thought content by paraphrase, explanation, and illustration until it has become a part of the scholar's intellectual experience. Furthermore, most literature is concrete, figurative, picturesque, emotional. The scholar must be taught to see the object, to visualize the picture, to enter into the emotional experience. This requires on the part of the teacher insight, sympathy, enthusiasm, infinite patience. It takes time, too, which is a real difficulty; but it is far more important to read well than to read much. Occasionally it may be worth while to take time for the scholars to act the stories and dramatize the scenes, though there is danger here of creating a hobby and a fad and riding the hobby and chasing the fad beyond all reasonable limits.

It goes without saying that we should encourage the children to talk as much as possible in the class room. Nothing so clarifies the mind or aids intellectual digestion as expression. Do we demand of our scholars as we should the oral expression of connected thought? Do we always have in mind the importance of asking questions which cannot be answered by "yes" or "no" or by a single phrase? We should require a few sentences of explanation or some connected account. History and literature are specially adapted to this kind of drill. Students in the grades are quite able to give orally a short connected account of an historical event or repeat in their own words a part, if not all, of some simple story. Here, too, comes the opportunity to correct the grammatical error, to suggest the more appropriate word, to help complete the image. Some errors may be passed over with a casual correction since they are more or less uncommon. Other errors must be constantly watched for and dwelt upon at length because they are so universal. The School of Education at the University has given some attention to this problem and has published the results of the investigation in a bulletin entitled, "A course of study in grammar based upon the grammatical errors of school children in Kansas City, Missouri." Oral English is good field for educational propaganda on the part of this division of the Teachers' Association.

## DEPARTMENT OF MUSIC.

Chairman, E. L. Coburn, St. Louis.

Secretary, Miss Lena Spoor, Kansas City.

Thursday afternoon, November 16, 1916.

In the absence of the secretary, Miss Lena Spoor, Miss Laura J. Soper, of St. Louis, acted as secretary.

Chairman E. L. Coburn in opening the meeting of the Music Section referred to the subjects selected for the program as a departure from the program of the past. The papers to be presented by Mr. Miller and Mr. Sexton were suggested by a study now being made in St. Louis by a General Committee and Sub-committees consisting of St. Louis Educators.

Mr. Sexton was introduced as the chairman of the committee studying the problems of grade school music.

Mr. Coburn then introduced Principal Miller of McKinley High School, St. Louis, chairman of the committee studying the problems of high school music.

Before beginning to read his paper Mr. Miller stated that he did not wish any one to think he was intending to tell what was not being done in St. Louis, but rather that he was stating what, in following the ideals set up by the general committee, the members of his committee believed could and hoped would develop a strong course in high school music.

Mr. Coburn then introduced Mr. Eugene Hahnel, Director of Music in McKinley High School, St. Louis, stating that Mr. Hahnel had as part of his work in St. Louis the organization and direction of and training of teachers to direct grade school orchestras.

Because of the close relation between that section of Mr. Miller's paper relative to the standardization of music and applied music to the subject given to Mr. Kroeger, Mr. Coburn requested Mr. Miller to re-read that section of his paper.

Mr. Coburn then called for nominations for chairman for the ensuing year. Mr. Cleland of Cleveland High School, St. Louis, nominated Mr. R. R. Robertson of Springfield. He was unanimously elected. Mr. Coburn then proposed Mr. C. H. Stocke of St. Louis for secretary.

Mr. Kroeger then gave a talk on "The Standardization of Music Teaching and the Recognition of Applied Music by the Public Schools."

The substance of the paper follows:

In 1882 a number of musicians were discussing the lack of professional ethics among music teachers. They realized that the great need was for a standardization of requirements for the teacher. They decided that if ever music teaching was to be placed on a dignified basis there must be something done regarding the standardization. To this end they organized The American College of Music in which they had associate and fellowship members. After some nine years this association was disbanded and an association called The Guild of Organists was organized.

This association, The Guild of Organists, decided to hold examinations for instance, into their association in May of each year, these examinations were to consist of both theoretical and practical work, these examinations were to be sent from the central office in New York to some member of the guild in different sectional centers throughout the country wherever an applicant wished to take the examinations. Mr. Kroeger stated that these examinations were thorough and that their particular value as he saw it, lay in the fact that they forced one to keep brushed up and out of ruts. He said he was fortunate, as, being a charter member, he did not have to take an examination, but, in looking over those that he had had sent to him, he realized that he would like to take time off some day to "try to pass" the examination he gave to others. Another value of membership in this organization was the contents of the year book and other literature received by members.

Some six years ago the first examinations in Missouri were planned to be given. The examiners advertised the event and met at the time and place appointed in Kansas City, Missouri. The candidates were to assemble to meet the examiners after a concert to be given on the appointed day. The examiners met in the front of the concert room as the audience began filing out. They watched the room being emptied and finally all broke into a merry laugh, for seated in the middle of the auditorium was one lone woman the sole applicant for the examinations. The giving of these examinations to one applicant seemed scarcely worth while to these examiners so they requested her to return to Kansas City the following year. Six then applied and received certificates.

Some colleges about this time began giving certificates for music but the ideas of these examiners appeared to be centered entirely about the theoretical side of music, possibly because it is much simpler and less dangerous to base your examinations on theoretical book music. These examinations alone, however, could never show real musicianship. There must be a test of correct hearing of tones and combinations of tones, a test of the application of musical ideas to the reproducing of music for the pleasure and edification of others. A movement toward this more practical type of test came from several sources. Standardization became a live thing. Some musicians were for it, some were against it.

At that time the general idea seemed to be that to receive training in music one must go to Boston, New York, Philadelphia,—in other words to the east.

The members of the association, after due consideration, decided the whole United States should have the possibility of receiving this training. The keyed instruments (organ and piano) were the instruments almost universally a part of the household furniture of American homes. On these instruments they decided to base the standardizing of the teaching of music.

About this time a publication was started in Dallas, Texas, but afterwards removed to St. Louis, to put out material that would assist in putting standardized music into the hands of teachers and pupils throughout the country. The manager induced three leading musicians of the world to select the music for this publication. One half million dollars has been spent so far in getting out this work.

Mr. Kroeger referred to Mr. Miller's and Mr. Hahnel's papers regarding what could be done in Public Schools and told of the aims and work of Mr. Aiken, of Cincinnati. He realized how hard it was to teach large numbers but felt it was a good way to have the work done. There are many with great ability who cannot afford to pay for good training and if in some way the work could be done by those who did not need remuneration it would be a great thing for music. Mr. Kroeger said he would like nothing better than to do this work himself, but unfortunately, he needed to turn his time and talents into the means of a livelihood. There is one organization doing this work in New York City.

Frequently it is the very poor untutored pupil who has the musical touch and the need of hearing and sharing in the production of good music prevents them from giving us many musical thoughts now lost because of their lack of a means of a permanent expression.

We need an American expression of American ideas through American music and when we can secure for all our people who desire it the quality of teaching necessary to give correct expression to our American feelings then we may hope to have real American music.

No further business appearing, the meeting adjourned.

E. L. COBURN, Chairman, St. Louis.

Miss Laura J. Soper, Acting Secretary, St. Louis.



## MUSIC IN THE HIGH SCHOOL.

By Principal Armand R. Miller, McKinley High School, St. Louis.

Opportunity for a more intensive music study should be afforded the high school pupil who has the requisite talent and interest, leading to a more active and intelligent understanding of the way music is constructed and to a deeper appreciation.

Adolescence brings added powers of musical appreciations and desire for emotional expression. Now is the time of all times when the latent ability should be developed. The pupil may now be taught to express himself musically. If he is taught the elements of composition, he will make music instead of only repeating the musical thoughts of others. We have not yet waked up to the possibilities of this phase of the subject.

We urge most earnestly a serious consideration of the advisability and feasibility of offering elective courses in the theory of music, musical appreciation, ear training, harmony, counterpoint, history of music, etc., in addition to the chorus work now given. The course proposed can be given to classes of from twenty-five to thirty pupils and so would be no more expensive than instruction in other subjects. Quite a number of high schools have already undertaken this work and are making a success of it and several universities have recognized it by adding it to their list of elective admission requirements. Training along these lines is almost unobtainable by the average person at present. A majority of the private teachers of instrumental music are not prepared to teach it and, as a matter of fact, give practically none of it to their pupils.

What we advocate is a continuation of and a building upon the work that has been begun in the elementary school, where it is greatly hampered by the immaturity of the child, as well as by the fact that no selection can be made of pupils who are especially interested, as is contemplated for this work in the high school.

When the pupil comes to the school, it is expected that he has learned a certain stock of songs which have become a part of him, that he is able to appreciate and enjoy good music; that he can sing, fairly well, at sight, a simple melody or a second or third part in a chorus; that he will know the signatures of the different keys; and that he will be able to write, from hearing, a simple melody. Even though the average pupil may not have reached this standard, musically inclined pupils—such as would be likely to take up the selective work in music—will have this as a basis. Moreover, the plan to be submitted provides for a thorough and systematic review of these fundamentals.

A four-year music course, in which five periods per week for four years would be devoted to the study of music, in addition to the chorus work usually offered, is proposed.

Courses in musical theory, appreciation, ear-training, harmony, composition and history are recommended.

Under the head of musical theory are included the study of the notation of the tonal and rhythmic elements of compositions, details of major, minor and chromatic scales, key signatures, intervals, note values, measures, tempo indications, marks of expression, interpretation, etc.

By appreciation is meant the development of a discriminating, appreciative and proper emotional attitude toward music, and a familiarity with great musical compositions. It is essentially a course in intelligent listening to music. Familiarity with musical motives is an important phase of the work.

Ear-training involves oral recognition of intervals and triads, with ability to state whether they are major, minor, or augmented, of chord progressions, modulations, etc.

Under harmony is included melody writing, motivation, the phrase, the period, etc.; harmonization of melodies, harmonic analysis and proficiency in the use of all harmonic material.



The following plan for a four-year course was worked out by the committee of high school music teachers in St. Louis. It has not yet been presented to the general committee now considering the entire course of study.

#### First Year.

1. Harmony, two periods per week, preceded by a review of elementary school theory.
2. Ear Training and Dictation, one period per week, correlated step by step with harmony.
3. Individual Sight Singing, one period per week, correlated with the other work being done in music.
4. First Term: Correlations of Music with Verse, one period per week.  
Second Term: Appreciation, one period per week. Total: five periods per week.

#### Second Year.

1. Harmony, two periods per week.
2. Ear Training and Dictation, one period per week.
3. Individual Sight Singing, one period per week.
4. Appreciation, one period per week. Total: five periods per week.

#### Third Year.

1. Composition, two periods per week.
2. Ear Training and Dictation, one period per week.
3. Musical History and Appreciation, one period per week.
4. Individual Sight Singing, one period per week. Total: five periods per week.

#### Fourth Year.

1. Composition, two periods per week.
2. Ear Training and Dictation, one period per week.
3. History and Biography, one period per week.
4. Appreciation, one period per week. Total: five periods per week.

The designation of these courses on the pupils' program would be very simple, Music 1, Music 2, Music 3, etc., to Music 8, being all that would be required.

It might appear from a superficial inspection of the above outline that the work is disconnected and fragmentary because different designations are used for the work of the different days of the week. This is not a fact, however, because of the very close co-ordination. It is rather a question of where the emphasis would be placed. In any given term, each phase of the work, to a considerable extent, embraces the others and is inseparable from them.

The course is not intended to be limited to those persons who expect to make music a profession, any more than the Art Course is intended exclusively for those who expect to become professional artists. The training would be most valuable in the way of culture to any person who is musically inclined, and of great importance to all who were mastering a musical instrument or studying vocal music. The committee has also given some thought to the question of applied music. Considering simply the large demand for instruction of this sort, it would seem that it ought to be given by the public school, providing some plan could be devised which would make it possible to teach groups of such size that the cost would not be prohibitive.

We recommend a careful investigation of the plan now in use in a number of cities, of giving credit for work in applied music done outside of school. If this would lead to a standardization of private music teaching, much good would result. There are admittedly many difficulties in the way of such a plan, but, on the other hand, there are some excellent arguments in favor of it. Who can say that training in applied music is not equally as valuable as a preparation for a happy life as the traditional secondary school subjects? And if so, why expect the pupil to do this work in addition to the regular subjects? The too frequent result is that the pupil drops out of high school altogether, and thus gets a very narrow education, or else that he is forced to give up his music lessons.

The following plan is submitted: Give an examination in applied music to pupils who wish to offer it for not more than two of the elective units required for graduation. The examining committee might consist of the music teachers of the high schools acting conjointly. These examinations could be given each term, and the candidate required to play some assigned composition that he has had a reasonable time to prepare; also to play something as sight. His application should state how many years he has taken lessons, how many per week, the time spent in practice and the names of the teachers he has had. If he failed to pass this examination, he could take it again the following term, and so on, until he succeeded. The committee considers this entirely practicable, and, moreover, reasonable.

The voluntary work of musical clubs is valuable and should be given every encouragement. We recommend that this work be done, so far as practicable, under the direction of the music instructor, and when it is not practicable, that it be kept under his supervision and guidance.

No attempt is made in this paper to give an extensive presentation of the question of method. It is recommended that the chorus work be graded, as far as practicable. In the upper classes, a higher type of music may be undertaken than in the lower. It may be more difficult, and, as the voices are more mature, it may make heavier demands upon them. The work may be graded from a type easily understood and interpreted to artistic music requiring a rather mature grasp of form and structure and emotional content.

The study, each term, of some standard choral work, leading up to public performances by a combined chorus from the several high schools, assisted by professional soloists, and accompanied by an orchestra, is one of the most excellent means of stimulating interest in the music work of the schools and of raising the musical standards of the community.

The teaching of the special branches advocated could be handled much as is the regular recitation work in other school branches. Classes of twenty-five to thirty could be taken care of at one time.

In the work of appreciation, the phonograph and player piano are valuable accessories.

## MISSOURI PARENT-TEACHER DEPARTMENT.

Chairman, Mrs. J. B. McBride, Springfield.

Secretary, Mrs. M. J. Hale, Monett.

Thursday Afternoon, November 16, 1916.

The annual meeting of the Parent-Teacher Department of the State Teachers' Association was held in the Gymnasium of Central High School, November 16, 1916.

The Chairman, Mrs. J. B. McBride, called the meeting to order at 2:15 p. m. In the absence of the Secretary the minutes of the previous meeting were omitted and Mrs. Charles M. McDaris was asked to act as Secretary Pro Tem. The Chairman then appointed a Nominating Committee for officers to be elected for the coming year: Prof. George Melcher, Mrs. J. G. Nugent and Miss Lydia D. Montgomery, this Committee to report at the close of the regular program.

Mrs. E. R. Weeks of Kansas City was the first speaker and addressed the meeting on "Some of the Aims of the National Congress of Mothers and Parent-Teacher Associations." The most important "aim" given was "A Parent-Teacher Association in connection with every school in the state and the United States."

Mrs. W. H. Jobe, Kansas City, in her address on "What the Missouri Branch of the National Congress of Mothers and Parent-Teacher Associations is Doing for the Department" said, "We find out what the teachers are trying to do and then co-operate."

Dr. M. V. O'Shea, Professor of Education, University of Wisconsin, was the next speaker and in his address on "New Times Bring New Problems," he alluded to the Motion Picture as the "most stimulating to the blase attitude," and a problem that must be solved by having motion picture lanterns in every school. The modern dance was denounced by Dr. O'Shea, and given as another serious problem of the times. Another problem that the present day educators have to face is the fact that most honors are taken by girls, even in institutions where men preominate, and he gave as a solution for this a different form of education for boys and girls and the elimination of co-education.

"The Moral Effect of the Parent-Teacher Association on the School" was the subject of an address given by Miss Lydia Montgomery, Principal Summit School, Sedalia. She said, "The home is the central educational agency and the school is only supplemental, hence, any force which brings home and school into closer relations works for the good of the child."

In the absence of Supt. Ben Blewett, Prof. George Melcher lead in the round table discussion, "How Can We Make the Parent-Teacher Association of Most Value to the School?" Prof. Melcher said that one of the best methods was to teach the youth of our country how to use its leisure time, and that the High School boys of Kansas City had carried the prohibition issue by co-operating with the Parent-Teacher Associations.

Prin. Wm. C. Gunnerson, Dozier School, St. Louis, said "The Parent-Teacher Association can be of most value by creating and maintaining mutual respect, community for school and school for community."

Mrs. Gertrude Edmundson, Kansas City, said, "The Parent-Teacher Department may be of greatest help or greatest hindrance." Care in the selection of officers of the P. T. A., avoiding those who feel that they are to direct the school, was her advice.

Supt. F. H. Barbee, Nevada, sought the aid of the P. T. A. in getting a new constitution that would make Missouri take first rank in an educational way.

Supt. S. M. Wood, Carthage, said the Parent-Teacher Association in his district had helped to carry the bond issue and were now working for the school nurse.

Supt. W. E. Smith, Walnut Grove, spoke of the Vacation Club and Lyceum Course promoted by the P. T. A. and taking the place of Motion Picture show. Their boys also paraded and helped win prohibition.

Prof. Burnside, Huntsville, told the P. T. A. as new in Randolph county, but said they were expecting great results and were so sure that it would benefit the child, the home and the school that they had organized with 200 charter members.

Discussion was then closed and the report of the Nominating Committee was called for. Mr. Melcher submitted the names of Mrs. W. H. Jobe, of Kansas City, for Chairman of the Parent-Teacher Department, and Mrs. A. P. Travers, of Sedalia, for Secretary. Mrs. E. R. Weeks moved that the report of the Committee be accepted and Mrs. Jobe and Mrs. Travers elected; seconded by Mrs. Harkness; carried.

Mrs. Nugent moved that the meeting adjourn; seconded; carried.

MRS. J. B. McBRIDE, Chairman, Springfield.  
(Mrs. Chas. M.) MAUDE G. McDARIS, Secretary Pro Tem, St. Louis.

## NEW TIMES BRING NEW PROBLEMS.

By M. V. O'Shea, University of Wisconsin, Madison, Wisconsin.

American life is drifting rapidly toward cities. Within a few years the center of population has shifted from the country to the city. Our present-day problems in training children have to do largely, though not wholly,

with urban conditions. As a rule people overlook the fact that the majority of American children do not now have the freedom or the opportunities of country life, and many of the problems of modern education relate to the need of finding ways and means for children to develop normally under urban conditions.

The city over-stimulates the young. Also it encourages distraction. Children are losing the power to concentrate upon difficult tasks. There is so much excitement in the city that the typical child has hardly any time for continuous thought or work. And further, this excitement is irritating to the nervous system. Children are more "nervous" than they were formerly when they lived under quieter conditions.

The young who are going the pace in modern life become blase early. They pooh-pooh at serious things. They caricature the teacher and scoff at the work of the school. The moving picture show, the vaudeville performance, the excess of party life, the general use of automobiles,—all these things tend to rob children of their stability, simplicity, docility, teachableness.

There are movements in American life designed to offset the corrupting influences of city life. If we could have a sufficient number of properly conducted public playgrounds and gymnasiums, so that the young could be kept away from the excitements and distractions of the city we would be able to keep them from coming to a head too early. We must bend every effort to this task. In older countries where this problem was not solved degeneration set in early, and some of them are in the last stages of decay. Some of these countries are now in a desperate condition because the young ripen up too early, and they are unstable in body, mind, and morals.

In order to develop and retain virility and stability in the young we must keep them growing in body and mind for a long period. This means that they must not be over-stimulated, and that instead of finding amusements on the street, in the vaudeville theatre, and the like, they must spend their time out-of-doors when they are not in school, or engaged in wholesome games and plays, and a reasonable amount of manual work.

There are problems in the country too. There is not thought enough taken of the needs of the young. Life is too much of a dull routine there. The greatest defect is in rural education. The city has gone beyond the country in making educational work attractive, vital, and effective for the young. School buildings in the city are much more suitable and hygienic than they are in the country. Country education is falling to the rear, with the result that no young person will stay in the country if he can get away from it. If he does remain there and has no facilities except those provided in an ungraded rural school, he will not keep in touch with present-day life. The solution of this problem lies in the development of graded schools with hygienic buildings and up-to-date curriculum. Rural teachers should have as fine intellectual and personal qualities as teachers in the city. Unless we can correct the defects of rural life and education the gulf between the country and the city will become constantly broader.

The problems of modern education, whether urban or rural, are community problems. They cannot be solved unless people co-operate. We have become a gregarious people. No one family can solve its problems alone. There must be community organization for purposes of resisting evils that threaten the intellectual and moral health of the young. And further, it seems to be the case that with increasing urban life resistance to hard experiences and disease decreases. All people, and especially the young, become more sensitive to shock or exposure or fatigue. For this reason every community must give special attention to community hygiene in order to prevent infectious diseases of every sort. There needs to be the strictest supervision of every article of food consumed by the young, of the sanitation of school buildings, of the purity of water and the elimination of dust which is a disease carrier. Special pains must be taken to detect physical defects early, those which handicap the child, and especially those which waste his energies, such as eye defects, adenoid tissue, enlarged tonsils, and the like. In older countries in which community hygiene has not received particular attention, the health of the people is at a low ebb.



There are tens of thousands of degenerate children in many of the cities of the Old World. There are also many more or less degenerate children in the congested centers of our own American cities.

On account of the nervous tension of modern urban life the young, as well as the old, indulge in artificial stimulants. Tea, coffee and other stimulants are consumed in immense quantities by the young in America. This is a serious menace to the stability of youth. No young person can use an artificial stimulant habitually without paying a heavy penalty in impaired efficiency of body and mind. The consumption of sweets by the young has increased enormously in American life, and investigation has apparently shown that a considerable part of the energy of the young is lost through the excessive use of candy. Unassimilated sugar is an irritant in the organism, and it overtaxes the eliminative organs. Consequently the vitality of the organism is lowered, and body and mind suffer. Heroic action is necessary in order to bring the young back to a simple regime physically. Hard, bulky, and rather coarse foods need to be substituted for much of the super-refined, mushy, and saccharine foods which are so largely consumed now.

The new times threaten mental and physical stability. The problems can be solved only by community organization and co-operation in which the aim will be to preserve in the young docility, and simplicity in the intellectual, emotional, and physical life.

#### THE MORAL EFFECT OF A PARENT-TEACHER ASSOCIATION UPON THE SCHOOL.

By Lydia D. Montgomery, Sedalia.

We wish to consider the moral effect of a Parent-Teachers' Association upon the school. To do this, we must know the conditions of the school before this organization sprang into existence. Then we must consider three questions. What are the school conditions to-day? What were they formerly? Has the Parent-Teachers' organization improved the conditions of the school?

Let us take a hasty retrospect of things? A whole geological cycle of progressive civilization seems to have intervened in the relations of parents and teachers since the advent of Parent-Teachers' Associations in the Schools. Not many years ago, the presence of a parent at school, was a very ready indication that his child had gotten into trouble, and the parent had come to "thrash it out" with the teacher. Happily for teacher, parent, and child that day is relegated to the "dark ages," and in almost every school the presence of visiting parents is now a part of the daily program.

It may be the parent is there to observe the work of his child in the school room, to note how he measures up in mentality to other children in his class; it may be is there to become acquainted with the teacher; or it may be he is there planning how he may help the other children in the school. The really good parents of today is the one whose heart is large enough to embrace not only the welfare of his own, but that of other people's children as well.

When we consider that the home is, and always has been, the foundation of civilization we must realize that the most important task of state, church, and society, is in the care, development and education of children, who are to make the state, church, and society of tomorrow. We all know this can be most successfully carried on by the home working in closest harmony with the school. The school is the state's most important agent in this education, but can succeed in its work only in so far as it is an integral and vital part of the life of the community. It can be, made so, and is being made so by the Parent-Teachers' Meetings of our country.

However, we have a tendency to forget that the school is only a supplemental, Educational Agency, one that for all the people has come into exis-



tence only in recent years; but the home remains the central educational agency, the one that deals with the little child first, that deals with him most, that has him after he has left school. The child's training during the first six years of his life has much to do with his attitude toward the school, and his later efficiency and success. Hence, any force which brings home and school into closer relations works for the good of the child.

Children who are not taught obedience in the home are likely to be disobedient at school, and the parent can be a great help to the school, by beginning very early in the child's life to teach him the important lesson of obedience. Truthfulness is another of these virtues. Many parents judge the teacher by the tales carried home from school, or condemn her because their children do not receive high grades. These tales are not so numerous where there is a Parent-Teachers' Meeting. These meetings are usually held the Friday after the grade cards are sent home. Then Johnnie's parents and his teacher talk candidly and freely about his best interests, and make a careful study of his peculiarities, nature and needs. They arrive at conclusions which are valuable to the home, school and to Johnnie.

The home must be held responsible for upholding the dignity and authority of the school and co-operate with the school in all possible ways. This co-operation is not a favor rendered to the school. It is a high privilege and a duty which every parent owes his own child and which he owes himself. I am sure that we all agree that the home and the school are the two great agencies in education. Then I would like to raise these questions. Are not their aims most identical? Can either work effectively in ignorance of the other? Some problems belong to the home, while others belong to the school. These are brought out in a forcible way in these meetings. If the teachers and parents can work out the solution concerning a boy led away by evil associates, that same solution, in a general way, may help fifty more parents. I know no one here will question the importance of morality for the individual or society. For the individual the virtues are a means of self-preservation and of the highest possible self-development. For society the same thing is true. Society could not exist without justice, truth, honesty and industry. They are necessary conditions, not only of the well-being of society, but of its being at all. Many topics that should be discussed with profit at a Parent-Teachers' Association present themselves to mind; namely the common courtesies of society, promptness, politeness, kindness, reverence, the treatment of animals, the treatment of plants, obedience, helpfulness, cheerfulness, behavior in society, on the street and in public assemblies, how truthfulness and honesty may be inculcated in the home and at school, influence of good books in moulding character, what are the dangers that menace boys and girls who are permitted to be on the streets after dark, the home study problem— (1) Mother's point of view; (2) Teacher's point of view. If time would permit I could name many more topics which would be worthy of discussion at these gatherings.

There are two things necessary for the successful co-operation of parent and teacher. They are interest and energy. Loving willingness on the part of both, wishing to do each his real duty, having no fear one of the other, never passing a false judgment, one upon the other, but always holding in mind the Golden Rule and then obeying it. With such principles exercised, a complete understanding can be reached and excellent results in child training and child teaching obtained. With this problem solved, the teacher has removed from her pathway the largest stumbling block which will ever confront her.

As I see the good accomplished by the monthly Parent-Teachers' Association in our school I am reminded there is no limit to its far-reaching, practical, and beneficial results. It is inspirational, and up-lifting. The lectures were received from time to time are indeed a blessing to the community.

As I think of the many ways parents and teachers should work together for the welfare of the child, and how susceptible the child is to his surroundings I wish to give in conclusion that little poem entitled, "The Plastic Clay."

"I took a piece of plastic clay  
And idly fashioned it one day,  
And as my fingers pressed it still,  
It moved and yielded to my will.

"I came again when days were past  
The bit of clay was hard at last,  
The form I gave it still it bore  
And I could change that form no more.

"I took a piece of living clay  
And gently formed it day by day  
And moulded with my power and art  
A young child's soft and yielding heart.

"I came again when years were gone,—  
It was a man I looked upon;  
He still that early impress wore,  
And I could change him never more."

## DEPARTMENT OF SECONDARY SCHOOLS.

Chairman, E. B. Yates, Liberty.

Vice-Chairman, Joseph Herring, St. Charles.

Secretary, J. A. Crookshank, Excelsior Springs.

The Department of Secondary Schools met in regular session November 16, 1916, in room 112-114 of the Central High School, St. Louis.

In the absence of Chairman E. B. Yates, Vice-chairman Joseph Herring acted as chairman.

Dr. J. D. Elliff discussed "What Should Constitute a High School Unit" in a very interesting manner, many points were brought out that were interesting and valuable to principals and superintendents. A lively discussion followed, which brought out many good points.

G. W. Diemer read a paper on "How to Utilize School Activities for the Motivation of Class-room Work in the High School." The paper was interesting to every one present. Many examples were given to illustrate the points. These examples were taken from work which has been done in the Excelsior Springs High School. A short discussion followed by different members present.

Dr. Abner Jones next discussed "How Positive and Negative Credits May Be Made of Material Advantage to the High School Student." Dr. Jones showed that many poor students made the same credit as excellent, hard-working students do. This, he says, is not just, and should not be permitted. A discussion followed in which great interest was displayed.

Supt. A. R. Coburn of Chillicothe read a paper on "How a Uniform Standard of Grading May be Obtained for the High Schools of Missouri." The use of positive and negative credits was discussed in this connection, also, a good record system as one way to solve the difficulty. A good discussion also followed this paper.

The following officers were elected for the year 1917: Chairman, E. J. Harman, Moberly; Vice-Chairman, Miss Martha Letts, Sedalia; Secretary, Earl J. VanHorne, Sikeston.

The meeting adjourned.

JOSEPH HERRING, Vice-Chairman, St. Charles.

J. A. CROOKSHANK, Secretary, Excelsior Springs.

## HOW UTILIZE THE SCHOOL ACTIVITIES TO MOTIVATE THE CLASS-ROOM WORK IN THE HIGH SCHOOL.

By Supt. G. W. Diemer, Excelsior Springs.

"How motivate high school work?" is a question which the best of educators have had difficulty in answering in actual practice. To motivate the work for the interest of the student who seeks truth for truth's sake and feels a real or imagined need for each subject that he studies, requires no effort on the part of the teacher and school—the most formal plan of presentation will supply the motive in such a case. But, to the fifty per cent who go to school because "Pa" and "Ma" want them to and see no real need for any subject in the curriculum; or the student who sees value in some elective, such as typewriting or bookkeeping, but none for required subjects as algebra, English and history—how connect these subjects to his every day thinking and living so that he will see some use in them in the present and future: "there's the rub."

One means of motivating the class room work for the high school student is through the school activities. It is my task to briefly state how school activities can be utilized to motivate the regular classroom work of the high school. Under the head of school activities, I am including school athletics, literary, debating and various other clubs, the school annual, journalism and the assembly exercises. I am taking as a premise that all these activities are of direct value to the student, both individually and collectively. From my own experience and the experience of other school men, from whose ideas I have borrowed freely, I am convinced that all these activities are not only recognized as of direct value to the student, but if properly handled, of indirect value from added motive which they can be made to put into the classroom work in the various subjects.

Athletics are used first as motives to better work through the setting of scholarship standards in order to participate; second, they serve to create enthusiasm among the student body of the school; third, athletics afford excellent subjects for themes, discussions, debates, etc., in English classes; fourth, athletics illustrate the necessity of training and the importance of team work.

The club work of the schools should be centered about the various departments. To that end, the clubs should not, for the most part, be termed "literary societies." The History Club, German Club, Drama Study Club, Science Club, Rural Sociology Club, Debating Club, Choral Club, etc., are better ways to designate the various literary organizations. Allow the student to choose the club in which he will work. Arrange programs of live interest. The History Club program, for instance, should include some of the interesting stories of history, unusual facts of importance, an occasional character study, historical dramatization of plays, etc.

The Science Club should go on excursions, collect interesting specimens and place them on exhibit, study topics of scientific interest that appeal to the students, etc.

The Debating Club should study and discuss important public questions such, for example as, Woman Suffrage, Minimum Wage, City Manager Plan of Government, etc.

The result of the work of all these clubs should be to stimulate greater interest among all the students of the school in the particular field of knowledge in which the club is working.

The field of high school journalism offers an unusually fruitful field for securing some really practical, worth-while results in written composition. Where possible, a class in Journalism should be started and a school paper should be edited by them. Where this is not possible, the English department might edit the paper. Still another plan is to run school columns in the local papers and occasionally edit the local paper for one day or one week. In my own town, we not only run the school column, but occasionally arrange with one of the papers to publish a school edition, the English department furnishing the material.

The high school annual is also a splendid opportunity for motivated English work. The business management of the annual furnishes excellent opportunity for commercial and mathematics teachers to give practical business training and secure some real problems for solution.

The assembly offers opportunity to each department of the school for motivation. Talks by ministers, business and professional men, any one who has a message of value to the student are valuable for motivation purposes. The importance of each subject in the curriculum should be discussed at least once in assembly each school year. Aside from the plan just suggested, each department should each year demonstrate in assembly that for which the department stands. This may be done as was done in Excelsior Springs last year, in connection with the spring festival, each department symbolizing itself in some manner.

In conclusion, the live high school is the one in which the work is motivated to the greatest degree. "How utilize school activities to motivate classroom work?" I have attempted to lighten the pathway by a few suggestions. My parting word would be—given a school which has well directed school activities, with teachers in full accord and helpful sympathy with the students; and motivation of classroom work must result.

## DEPARTMENT OF TEACHERS OF ENGLISH.

President, Roy Ivan Johnson, Kansas City.

Secretary-Treasurer, Miss Amanda Beaumont, St. Joseph.

Thursday Afternoon, November 16th.

On account of the absence of President Johnson, the meeting was called to order by Mr. V. C. Coulter, acting as chairman. In the absence of Miss Beaumont, Miss Dorothy Kaucher was chosen acting secretary.

The minutes of the preceding meeting were read and approved. The treasurer's report was read and approved.

It was moved and seconded that this body adopt the resolutions submitted by Mr. Coulter regarding the requirements for oral English in the high school. Carried. These resolutions were to the effect that:

One hour a week be devoted to oral English.

All schools of Missouri introduce training in oral English into their prescribed English courses.

Special training in oral English should be a requirement for certificates of teachers.

Report by Mr. Dewey regarding answers to questionnaire sent to Missouri English teachers.

It was moved, seconded and carried that dues be paid to the National Council.

Mr. Coulter urged that the English teachers of Missouri co-operate for efficiency.

Officers were nominated for the ensuing year. The following officers were elected: Chairman, V. C. Coulter, Warrensburg; Secretary, Dorothy Kaucher, St. Joseph.

Musical program by Victor Company to illustrate correlation between English and music.

Motion for adjournment. The meeting adjourned.

V. C. COULTER, Acting Chairman, Warrensburg.

DOROTHY KAUCHER, Acting Secretary, St. Joseph.

## REPORT OF THE MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH. (SYNOPSIS)

V. C. Coulter, Normal School, Warrensburg.

The fifth annual meeting of the National Council of Teachers of English, held at Chicago, November 25, 26 and 27, 1915, was the most stimulating meeting ever held by that vigorous organization. At least three of the topics discussed were of special interest to your representative.

In the first place, a vigorous campaign was started for better speech in America. Many classes of people are interested and there is general conviction that a nation-wide movement is needed. Teachers, singers, physicians, dentists, actors, preachers, readers,—all are interested. The Council Committee plans to unify the efforts of all these classes. Every school is urged to take up the work. Its importance is too obvious to need comment, and it seems that it is within the province of every Missouri school to enlist all possible forces in its community to train the coming generation in at least this one element of refinement and pleasure.

The second matter of interest to Missouri teachers is the general demand for better English equipment. There was a display of library equipment which interested many teachers. Perhaps fifty per cent of the time in the usual high school English course is a dead loss because there is no adequate equipment. It has not yet been possible to standardize such equipment, but school authorities are awakening to its value. A few textbooks supplemented by a set of "classics" cannot be expected to give the student an idea of the beauty and value of literature. Every high school which seeks approval as a first-class high school should have a library room with a liberal supply of standard literature of the world, with a few of the best books of the present, with filing cases for clippings, with magazines, sets of lantern slides, pictures of places and men, the necessary reference books, etc. The Council Committee on Equipment hopes soon to issue a list of equipment of this nature so that teachers may have no difficulty in finding it. That list will possibly be issued in a bulletin of the National Bureau of Education.

The Shakespeare Tercentenary was discussed at the meeting and many schools reported elaborate plans for its celebration. Mr. Frank Lascelles, who was master of the great Oxford Historical Pageant in 1907, was at one of the sessions and gave some account of his work and urged that America give a fitting celebration to the memory of the greatest of English writers. Those of us who saw the Oxford Pageant cannot doubt the educational value of these celebrations. It is to be hoped that the schools will soon begin to lay plans for a great historical pageant in celebration of the one hundredth anniversary of the admission of Missouri to the Union.

This annual meeting of the teachers of English might well attract more attention among Missouri teachers. More of us ought to attend the meetings when they are held in Chicago, and more would benefit by taking the "English Journal." Many other states show much more interest in these matters than does Missouri and it would do us good to get some of their enthusiasm.

## DEPARTMENT OF TEACHERS OF HISTORY AND GOVERNMENT.

President, E. C. Griffith, Liberty.

Vice-President, Miss Calla Varner, St. Joseph.

Secretary, J. E. Wrench, Columbia.

In the absence of Prof. Griffith, the president, the meeting was called to order by Prof. R. S. Douglass of Cape Girardeau.



The first paper in the discussion of the Development and Retention of Interest in History in the High School was by Miss Wilkes of Moberly. She dealt with History as a Series of Problems and showed how History was of itself a series of problems and then proceeded to give a demonstration of the application of the problem method to the teaching of history.

Owing to the absence of Mr. Stephens his paper was not read.

Mr. Little in his discussion of "History and the Community," discussed the place of local History in the school curriculum together with its value, citing various authorities to prove its importance in the High School course. After pointing out some of the difficulties he gave a brief account of the means and methods of utilizing it. He closed with a plea for a larger use of local history pointing out the significance in connection with the approaching centennial celebration.

Mr. Thudium's paper on "Current Events and History" was devoted mainly to a discussion of the value of current events in keeping alive interest in history for the ordinary student.

The discussion was led by Prof. W. H. Lewis, of St. Joseph, assisted by a number of other teachers.

The second session opened with the business meeting.

The Secretary then reported the desirability of trying to arrange for history programs at each of the district conventions of teachers and mentioned the beginning of such a movement at the Cape Girardeau meeting in the previous month.

This report was followed by the election of officers for the ensuing year: President, Mr. R. V. Harmon, Westport H. S., Kansas City; Vice-President, Supt. E. D. Lee, Sikeston; Secretary-Treasurer, J. E. Wrench, Columbia.

Supt. A. S. Hill of Shelbyville then read a long and carefully prepared paper on "Three Year History Curriculum." After enumerating the various factors which had brought about a change of point of view in history in the last few years, he gave some statistics gathered from the questionnaire concerning the division of European History into two year periods. Sixty per cent of those replying would place the division of the two years of European History between 1450 and 1648, twenty-six per cent favoring 1492, and 24 per cent favoring 1648, the remainder scattering. Sixty per cent would devote from twenty-five to thirty-five per cent of the course to English History.

Prof. H. R. Tucker of McKinley H. S., St. Louis, then spoke on "The Other Social Sciences and History." After discussing the general purpose of education and pointing out that it was necessary in teaching History to have a social concept and strive for social efficiency rather than teach history for history's sake. It is necessary to vocationalize the subjects we already have. We must also have information before the formation of our ideas and ideals and then a reformation of our principles.

The social science with this purpose in view must be organized as follows: The length of time to devote to it is preferably three years, rather than four, in view of other important subjects in the curriculum.

One year ought to be devoted to general work not, as of old, dealing purely with the chronological, but considering the contributions of past times to present conditions and therefore with a greater emphasis on the modern period. The second year should be devoted to American History and the third to Civics and Economics or elementary Sociology. The History course should be begun in the second year and only the last year's work should be obligatory. There is a possibility of arranging for a general Social Science course in the first year of the High School.

If the Social Science course is not possible in the school, then History should be taught from the civic, economic, or social, rather than from the chronological viewpoint.

The results of such an arrangements would be of two general kinds. First would be the actual knowledge content of the institutions of modern

existence. Secondly would be created the attitude or point of view. Not only would the knowledge of the institutions, but the right attitude toward them, would be established and only then, can the teaching be productive of the highest type of citizenship.

A very enthusiastic discussion was led by Supt. E. D. Lee, of Sikeston, in which nearly every one took part.

Meeting adjourned until next year.

J. E. WRENCH, Secretary, Columbia.

## DEPARTMENT OF TEACHERS OF MATHEMATICS AND SCIENCE.

President, E. B. Street, Independence.

Secretary, L. D. Ames, Columbia.

Treasurer, A. J. Schwartz, St. Louis.

Thursday afternoon, November 16, 1916.

Meeting was called to order in room 228, Central High School.

The following officers were elected for the year 1917: President, F. W. Urban, Warrensburg; Secretary, L. D. Ames, Columbia; Treasurer, A. J. Schwartz, St. Louis.

No further business appearing, the meeting adjourned.

### Mathematics Division

Vice-President, F. W. Urban, Warrensburg.

Secretary, R. A. Wells, Parkville.

Thursday afternoon, November 16, 1916.

Meeting was called to order in room 228, Central High School building at 2:10, by Dr. Scarborough, Mr. Urban being ill.

The following nominations were made for officers for the ensuing year: Vice-President, R. A. Wells, Parkville; Secretary, Miss Zoe Ferguson, St. Joseph. The officers were unanimously elected.

The following program was carried out:

Paper, "Should Mathematics in the High School be Elective?" Charles Ammerman, McKinley High School, St. Louis. Discussed by Mr. Wilson, Soldan High School, St. Louis; Miss Ferguson, Central High School, St. Joseph; Mr. Jamison, Kirksville Normal School, and others.

Paper, "The Content and Purpose of High School Arithmetic," Byron Cosby, Kirksville Normal School. Discussed by Supt. Beasley, Liberty.

Paper, "What is Practical Mathematics? To What Extent Should High School Mathematics be Practical?" Miss Mary Drake, Carthage High School. Discussed by Mr. Wilson, Soldan High School, St. Louis; Miss Ferguson, Central High School, St. Joseph; Dr. Ames, Columbia; Dr. Scarborough, Warrensburg; Mr. Jamison, Kirksville; Dr. Withers, St. Louis, and others.

The treasurer made his annual report, which was referred to an auditing committee consisting of Messrs. Ammerman, Cosby, and Wells.

No further business appearing, the meeting adjourned.

DR. SCARBOROUGH, Acting Vice-President, Warrensburg.  
R. A. WELLS, Secretary, Parkville.

### Science Division.

Vice-President, J. E. Wildish, Kansas City.

Secretary, Felix Rothschild, Kirksville.

Thursday afternoon, November 16, 1916.

Meeting was called to order in room 227, Central High School building at 2:10, by J. E. Wildish.

The following nominations were made for officers for the ensuing year: Vice-President, H. G. Parker, Liberty; Secretary, A. Harness, Cape Girardeau.

The following program was carried out:

"Report of Science Committee on the Status of Science Teaching in the State of Missouri," by J. E. Wildish, Polytechnic Institute, Kansas City.

"Science Conditions as They Should be in the State," by Dr. Herman Schlundt, Department of Chemistry, University of Missouri.

"Two Years of Chemistry in the High School," by Prin. R. W. Hibbert, Hannibal.

"Physics Teaching in High Schools," by Dr. W. C. Morris, Department of Physics, Warrensburg.

"Two Years of Physics in High Schools," by Prof. L. A. Pinkey, Northeast High School, Kansas City.

"General Science Situation in Missouri," by P. P. Callaway, High School Inspector, Jefferson City.

"Some Observations on General Science With a Sub-Freshman Class," by Supt. J. H. Eckelberry, Tarkio.

Round Table led by Prof. W. I. Oliver, Sweet Springs; Prof. W. C. Urban, Cameron; Miss Hattie E. Reich, Springfield.

"High School Agriculture," Prof. John H. Gehrs, Department of Agriculture, Warrensburg.

Round table led by Prof. W. H. Burress, Bethany; Prof. J. O. Payne, Licking; Prof. H. L. Jones, Desloge; Prof. J. R. Jackson, Blairstown; Prof. Roy King, Palmyra.

No further business appearing, the meeting adjourned.

J. E. WILDISH, Vice-President, Kansas City.

FELIX ROTHSCHILD, Secretary, Kirksville.

## TWO YEARS OF CHEMISTRY IN HIGH SCHOOL.

By R. W. Hibbert, Hannibal.

For two years, 1914-15 and 1915-16, the Hannibal high school gave a second year course in chemistry, namely qualitative analysis. The work was open only to graduates, who had had a year of general chemistry, and was accepted by the department of chemistry, University of Missouri, for from five to six hours, advanced standing. So much for an experiment, and it now remains to interpret its value. So there are many views we might take. For my part I will only try to present results and conclusions as they appear.

THE NATURE OF THE WORK. "A system of Qualitative Chemical Analysis," by James A. Gibson, assistant professor of analytical chemistry, University of Missouri, was used as a laboratory manual. Part II of Stiegleitz Qualitative Analysis as a class text. Regular assignments were given in the latter, class meeting once each week for formal recitation. Each laboratory period, four per week, was ninety minutes in length. The analysis was divided into the usual qualitative groups, with some little variations. Lead, barium and strontium were included as a group precipitated as sulphates, after silver and mercurous ions were taken out as chlorides. The copper, tin, aluminum, zinc and magnesium groups were precipitated and treated in the usual manner. Each student was required to analyze a known solution for each group, and follow it by an unknown for the group, these solutions were preceded by an unknown solution to test ability in group separation. Following these solutions are assigned eight unknown salts divided as follows: Three water soluble, composed of, one simple salt; one with two basic ions and one acid ion; and one with more than one basic ion, and more than one acid ion. The fourth salt being a simple

acid soluble, the fifth a complex acid soluble, the sixth a mixture of water and acid soluble. The seventh a fusible and the eighth an alloy, thus making a total of sixteen unknowns for the year's work.

ENROLLMENT was small because of the graduate restriction.

QUALITY OF THE WORK was high. If we compute the class results on a percentage basis, using the total number of given ions found (in sixteen unknowns) as the numerator of our fraction, and the total number of ions given plus the number found which were not given, as the denominator we find the average for both years to be 8.2%.

INTEREST in this course has been manifested by such a large number of the high school students that I have concluded to recommend that juniors who are now required to take physics may substitute two years of chemistry.

COST. Additional apparatus and chemicals could be added for a class of twelve or less for about fifty dollars (when prices of chemicals are normal) provided the school was equipped with a moderate amount of chemical apparatus to begin with. When the school is able to bear the expense I advise a second year in chemistry to be divided between organic chemistry and qualitative analysis, but time will not permit a discussion of this phase of the subject.

AS A REVIEW of general chemistry I believe that qualitative analysis is without an equal. It also has great clinching power and serves also to point out a pupil's weak points, to himself, which must be corrected before a successful analysis can be accomplished. The pure mechanical side would be of no special value were it not interspersed with the recitation. Chemical equations, for each known group solution act as definitions for each addition of a reagent. When we stop to consider the following data from the last report of the state superintendent of public schools, we can not help but wonder why chemistry is not included in the curriculum of more of our high schools. Only three per cent of the pupils enrolled in Missouri high schools study chemistry. Of the 426 first, second and third class high schools only 63 teach chemistry. Nine of these schools are those of St. Louis and Kansas City, leaving 54 out state schools where the subject is presented to 1343 pupils. The report also tells us that these 54 schools have chemical apparatus valued at \$18,647.00, or an average of about \$308.25 per school. The average class shown by figures would include 25 members.

With a second year in chemistry interest in the subject can not fail to arise, because a student has a practical application to work toward, and this will strengthen his first year work. We might discuss to some length any of the points I have mentioned but time will not permit. If I cause you, however, to think seriously of the second year of chemistry, I have accomplished the aim of this paper.

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#### SOME OBSERVATIONS ON GENERAL SCIENCE WITH A SUB-FRESHMAN CLASS.

By J. H. Eckelberry, Tarkio.

As this paper is to be an account of an individual experience the pronoun I may occur more often than good taste would otherwise permit. Since a unit in general science has been talked of in teachers' associations, and discussed by bookmen as a possible field in which to pioneer with a textbook, and here and there conscientiously experimented with by a science teacher, the writer has been interested in the subject and has watched the development in these three quarters. Namely, in teachers' discussions, in text-book making, and in school room use.

The experience which is to be related came about in this way. The writer became dissatisfied with the science curriculum in his own high school. This curriculum consisted of four approved units, viz: physical

geography, agriculture, chemistry and physics. The specific cause of this dissatisfaction, was the fact that these specialized sciences did not touch nearly enough on all sides of students' past experiences nor connect in enough varieties of ways with their present and future experiences even if all four were pursued. Few students take all four units. A wider experience for those who do not was sought. Too each specialized science required its own definite line of procedure and built up no general scientific attitude toward the variety of experiences that one meets in every day life. My reason for putting the subject in an eighth grade or sub-freshman class was that I had some grave doubts myself and by conversation with them I learned that members of the State Department had still graver doubts as to whether a text had been written or a course of study sufficiently organized in the subject to warrant giving it a unit's credit in high school. Too, I felt, that there was need of some subject in the grades that would create the scientific attitude toward subject matter. I believed that to reserve such subjects for the high school delayed too long the forming of the habit of making a systematic attack on a problem up for solution.

I planned to have the sub-freshman class an integral part of the high school and have departmental work done in this grade as in the others, of the high school. This would have put these eighth graders under a well trained and successful science teacher. My plans went awry. A large enrollment in the high school the first morning made it necessary to abandon this plan and place the sub-freshman under an excellent eighth grade teacher but one who had neither experience nor training to fit her for this work. As the sport writers say, according to all dope, the teacher and class should have failed to score. Another change in plan was a single class period of thirty minutes per day instead of forty and eighty minute periods as had been planned. Too, the class was to have been held in the science laboratory, with the apparatus at hand, for use. Now the apparatus for performing experiments had to be borrowed from the science laboratory and carried to the eighth grade room. I mention these untoward conditions to show that the results obtained were not due to work being done under especially favorable circumstances. In fact the only favorable circumstance was that the text and subject were new to teacher and pupils.

The subject proved to be interesting to the pupils and teacher, although protesting at first to teaching a subject that she realized neither her training nor previous experience especially fitted her, came to enjoy the subject and is now an enthusiastic advocate of general science as an eighth grade subject.

The text book used was Caldwell and Eikenberry's. It was used chiefly as an outline for the work, much supplementing was done as the subject was carried through the year. Pupils performed few experiments. Most experiments were performed by the teacher as demonstrations before the class. No special equipment was purchased as the science laboratory already included all needed apparatus.

The class was composed of twenty-two girls and twenty-one boys. The girls averaged higher in scholarship than the boys. However, there were some excellent pupils among the boys. Most of the poorer students ranked higher in science than in other subjects. There was but one failure in the class. In answer to the inquiry as to which were the better in the subject, boys or girls, the teacher replies that the girls were. She then adds many who were unusually poor in other subjects were very good in general science.

Of the forty-three who were in the class thirty-three entered the freshman class in the same school. Of these a poll was taken recently in reply to the question, "Which of your eighth grade subjects last year did you enjoy most?" and the following result was obtained: Arithmetic three, grammar three, history six, no choice one, general science twenty. Seventeen of the thirty-three are taking a science as one of their freshman subjects and nine would have done so but for a conflict in their programs, or twenty-six out of the thirty-three would be studying a science now could they have had their choice. Of the ten unaccounted for, some were retained, some dropped out of school, and some are in school elsewhere.



Note books were kept that would do credit to a senior class. This I attribute to the fact that the work was not hurried or crowded. A page of one of these notebooks setting forth object, materials, procedure, and result of an experiment or series of observations is an excellent illustration of definite, clear, logical thinking given equally clear and systematic expression.

The writer on a little outing came across an old, abandoned grist mill, the power for which had been furnished by a mill race. All that remained was the dry channel of the race and a part only of the water wheel. The writer reported the experience as an interesting one, being the nearest he ever came to seeing machinery so operated. A thirteen year old girl, member of this general science class, entered into the discussion that followed concerning the different forms of harnessing running water and talked glibly of over-shot, under-shot, and turbine water wheels. On being questioned somewhat closely it was found that she understood what she was talking about. This is cited as an illustration of many incidents that went to show that the children understood and could apply what they had learned in the general science course.

One further observation which I had hoped to make is as to what extent such a course in sub-freshman year would have on the quality of work in the specialized sciences in high school. Accepting the superintendency of another school made it impossible for me to do so.

In the matter of requirements as to specially prepared teacher, as to special apparatus equipment, and special library we fell far short in each as these are suggested in the Sixty Sixth Missouri Report of Public Schools or as they are laid down in the State Course of Study. As to the question of method we conformed very nearly to the second method suggested on page eighty-four of the same report, namely: pure text book work supplemented by demonstrations by the teacher with an occasional assignment of references outside the text. The results I believe more nearly met those suggested in the aims of a course in general science as given on page eighty-two of the report mentioned than we had a right to expect from the conditions under which the course was given. That is, if we have in mind the rock-ribbed standardized requirements of a unit course in high school as being the only possible means of attaining the desired results. However, this very freedom from the restraints of standardization made it possible for the teacher and pupils to pursue the object for its own sake and not for the sake of a credit. It made possible a psychological presentation of subject matter not always possible in your standardized, specialized high school unit in science. No was to the aims being reached, of the four mentioned in the report I would say that they were in the following order of completeness: "To develop a habit of making an inquiry before final judgment is made," "To give general information for intelligent reading and conversation," "To create an interest in the further study of the specialized sciences, and to provide an introduction to such courses," "To develop interest in public utilities and community welfare." The fact that the last very important aim was not so fully attained, I attribute to two things, lack of excursions for study and the age of the pupils who were too young to be greatly interested in such general questions.

I wish to say in closing that I hope to be able to repeat the experiment and entertain a hope that general science as an eighth grade subject may get beyond the experimental stage.

## WHAT IS PRACTICAL MATHEMATICS AND TO WHAT EXTENT SHALL HIGH SCHOOL MATHEMATICS BE PRACTICAL?

By Mary Drake, Carthage.

### I. What is practical mathematics?

1. Practical mathematics has a different meaning to the teacher from what it has to the pupil.

(a) Teacher should know that "mathematics is an essential prerequisite to courses in scientific agriculture, engineering, physics, chemistry, art (drawing, designing, architecture, modeling, life and still-life drawing, handicraft) pharmacy, dentistry, navigation, astronomy, naval and military engineering, domestic science, insurance, forestry, commerce and administration (use of graph and formula in reputable institutions) and railway administration, political economy, sociology, hygiene, sanitation and education." (Report of the committee of mathematics teachers in Chicago and vicinity). Hence, mathematics, to be practical from the teacher's point of view, must help more or less directly in any trade or profession.

(b) Must offer correlation with the other subjects of the curriculum.

(c) Method of attacking a problem a very important point. School work should help **directly** to train the student to **reason** concerning all things,—business, contact with other people, pleasure, religion. Hence, mathematics to be practical must give the pupil the training in the ability to reason that he will need in solving life problems.

(d) Practical mathematics will be a source of enjoyment to pupils,—should not have any smaller classes where it is not required than do the history, manual training, and language classes.

(e) Practical mathematics is that kind that will constitute a desirable subject matter for training in correct habits of study.

## 2. From pupils' point of view.

(a) Practical mathematics is that kind that appeals to him as interesting, and

(b) That appeals to him as utilitarian,—the two features that make mathematics practical to the student and that make him want to include it in his course of study.

## II. To what extent shall mathematics be practical to the exclusion of the purely logical phase of the subject?

1. Algebra. The two important points in algebra are the graph and the formula. Algebra is too often made by teachers a mechanical process,—canceling, transposing, etc. This is not an end in itself, but a means. Hence algebra should be taught in a more logical manner, thus making the subject more practical.

2. Geometry. Pupils know nothing of geometry when beginning the work in high school. Teachers do not know this, or ignore it. They often hurry over the introductory work to get to the, to them, interesting part, the theorems. Geometry should be made less logical and more concrete,—this makes it more practical.

(a) Superintendents and principals should see **to it that** geometry is taught in the grades, beginning with the fourth or fifth grade,—elementary notions, of course. All high school mathematics teachers should **advocate** this.

3. Text-books have a great influence in determining to what extent mathematics shall be made practical. Too many schools use dry, formal texts—merely Euclid revised,—and demand that all students shall take two years of mathematics. This is unfair and should be remedied. Newer, better texts should be secured.

(New texts suggested: Myers & Atwood Elementary Algebra; Pelmer & Taylor Geometry; Ernest R. Breslich's first and second year courses for high school mathematics.)

## III. Organization.

1. Unless mathematics is made more practical we should not demand that all students should be required to take any of it.

2. If only one year is required and that one algebra, students may finish high school without finding out what geometry really is,—many may have an aptitude for it and not know it. Thus one year of algebra, even when properly taught, does not solve the problem.

3. A solution is to adopt correlated mathematics. First year, a text

dealing with fundamental principles on algebra, plane geometry and trigonometry, stress being on algebra; second year, same work carried on, some theorems in solid geometry introduced, stress being on plane geometry. Breslick's texts excellent for this work. It is suggested that only one year be required of all students, as more would be unjust, and also unnecessary from the point of view of acquainting them with the nature of plane geometry and trigonometry, inasmuch as work in these subjects would be included in the first year course.

## THE TEACHING OF AGRICULTURE IN THE HIGH SCHOOL.

By H. L. Jones, Desloge.

### I. Introduction.

**Approaches to the Subject.**—The subject may be approached from one or both of two diverse points of view,—from the side of the general social welfare, and from the side of the technical content of the course for the higher education in agriculture. I am, at present, most interested in the former.

### II. Aims of the Course.

**Knowledge.**—One of the fundamental ends to be attained in teaching this subject is knowledge; and the process is complete only when the pupil has acquired the desired knowledge. His knowledge should have a utility of much wider range than the practical value of its facts in the work of life. The pupil is to be more than an artisan, more than a winner of bread or food, clothing, and shelter. Such knowledge can be taught only by occasioning the proper activities in the learner's mind. In order to occasion these activities the instruction both in matter and method must be adapted to the capability of the learner. In addition the teacher must have the ability to arouse and keep up the interest in the subject matter. Suffice it to say, however, that the more clearly and definitely the knowledge taught is known by the teacher, the more skillful and effective will be the teaching.

**Power.**—The power to acquire knowledge is trained only by acquiring knowledge. The power and tendency of the mind to observe are increased by observing; to judge by judging. Here the school garden may be used to great advantage. Grain judging and live stock judging can be acquired in no other way than by practice in judging under proper direction. The subject of agriculture affords perhaps the greatest opportunity for the practical application of knowledge. These applications may be made in the school garden or on the farm of the rural students.

**Skill.**—Skill may be a quality of an action as well as the power that acts. The essential step, then, in teaching observation or experimental work is to lead the pupil to form correct ideals of what is to be done or produced. We learn to do by doing under the inspiration and guidance of true ideals.

**Relate School to Community.**—Three years ago opinions were asked by the U. S. Bureau of Education regarding the attitude of the students and parents towards agricultural instruction, and I quote here a few of the answers. They are classified rather arbitrarily according to the degree of interest shown, with the most frequently recurring phrases indicated:

1. Pupils "enthusiastic," "very much interested," or "study popular," 24%
2. Pupils "like it," "pupils pleased with it," "take kindly to it," or "attitude good," "favorable," "pleasing" ..... 57%
3. Attitude "fairly good," "tolerant," "no marked interest"..... 7%
4. "Indifferent," "backward," "no interest"..... 3%
5. "Unfavorable," "pupils dislike it" ..... 1%
6. "Can not judge," "study too new" ..... 1%
7. Not reporting ..... 1%

Concerning the attitude of the parents the following answers were given: "Would not do without it;" "Watch the work closely;" "Regard the work as practical;" "Parents read the textbook." This agricultural movement takes hold of the real problems of the people in the places where the people live. When the parents see that the school as an institution of the community is doing something towards helping them solve the problems of every day life, they will assume a very friendly attitude towards the school, and they will encourage the instruction in this subject.

**Right Points of View.**—Farming comes to be a matter of intelligence rather than of imitation when the reason for definite procedure and special applications are understood. Many of our best boys and girls have opportunities for securing independence, a small estate, a home, and the blessings of country life because they imagined that the calling of the farmer is not worthy of them. Young people are today pursuing courses in agriculture and domestic science in our high schools and colleges with a definite purpose of returning to the farm and there following the calling of their fathers and mothers and contributing their mite in producing "bushels of happiness" for the nurture and pleasure of their fellow men.

### III. Contents of the Course of Study.

The general content of the subject covers a broad field and includes many divisions. In a one year course there is great danger of including so much in the course that it will fail to teach anything well. It may fail to fix important basic principles and may degenerate to a mere collection of agricultural facts, the scientific foundation and principles of which will be little understood. The effectiveness of this study, as well as an other, depends more on the way in which it is organized and taught than on the particular subject matter itself.

**Plant Studies.**—Specimens of the plants studied should be before the pupils. The pupils may collect many of these, and a splendid collection of seeds may be had from the U. S. Department of Agriculture for the asking. Plants should first be considered from the standpoint of food, clothing, and profit. Quality of production will naturally follow, and to secure these ends, the nature, habits, structure, development, care and cultivation of plants, diseases and their treatment, pests and their eradication, etc., will necessarily have to be considered. Then may be taken up the study of plant physiology, heredity, environment, struggle for existence, entomology, propagation by seeds, spores, root stocks, stolons or runners, suckers or root stalks, bulbs or corms, tubers, cuttings, grafts, layers, etc., etc. Conditions for plant growth, such as plant food, moisture, heat, light, may then be considered.

**Animal Studies.**—Perhaps it will be well to begin the study of animals with an economic approach. Butter, eggs, milk, wool, meat, etc., may be considered as articles of food, clothing, and profit; after these, the animals producing these articles. The question of increasing the products of these animals will naturally arise. In connection with the study of the cow may be brought out all the elementary principles of dairying. Stock judging with the proper guidance should be emphasized. The principal types and breeds of all our farm animals, as the cow, horse, swine, sheep, etc., should become familiar to the student. Care and improvement of these animals and our common fowls should be studied.

**Farm Management and Machine Studies.**—Most families appreciate the necessity of good management as a condition of success. Plans for the house may be instituted, plans for the rotation of crops for the various fields determined and recorded, plots drawn of orchards, gardens, and yards; buildings and fences planned; the work of the year should be reviewed and failures noted, and the cause of such failures studied with a view of avoiding them in the future. In connection with the landscape gardening it is well to begin with the school yard. You will see the efforts of this in the improvement of some of the home laws before the work can be completed on the school yard or campus. Class trips to compare the different kinds of landscape gardening prove very interesting.

The construction of machinery, the adjustment, and the relations of the various parts of the machine should be studied. It is possible, the boys should be permitted to take apart some machine, as the mower, and to set it up again. The importance of keeping machines well oiled when in use and well housed when not in use should be considered.

**Soil Studies.**—The study of soils may well be begun with simple soil fertility tests in the high school greenhouse, where there is one, or in the laboratory. Make a collection of various types or soils and fertilizers at or before the opening of school. Emphasis may well be placed on such phases of soil study as origin and formation of soils, composition, soil water, soil air, temperature, drainage, means and methods of tilling soils, fertilizers, organisms in the soils, etc.

**Conditions of Plant Growth.**—The intimate relation that exists between plants and soils, moisture, temperature, light, fertility, and cultivation may be brought out. There being so many prerequisites to an understanding of these relations, they should be placed at the end of the course.

#### IV. Equipment.

**Dood Text and Manual.**—We have no more than half a dozen texts that are to any reasonable degree for high school texts. The U. S. Bureau of Education found three years ago that 124 schools were using Goff and Mayne's *First Principles of Agriculture* for a text; 69 were using Burkett, Stevens, and Hill's *Agriculture for Beginners*; while only 290 were using Warren's *Elements of Agriculture*. Recently two or three texts,—Waters' and Benson and Betts' four books have appeared and seem to be taking the lead in adoptions.

Other than the outlines in a few texts we have "A Unit in Agriculture" by Elliff; "Laboratory Manual of Agriculture," by Call and Schafer; "Practical Lessons in Agriculture," by Irvins and Merrill; "One Hundred Lessons in Agriculture," by Gehrs and James; and "Laboratory Exercises in Principles of Agriculture," by Hopt and Spafford.

**Library.**—The MacMillan Co., Orange, Judd and Co., Doubleday Page and Co., Ginn and Co., and Bobbs-Merrill and Co., publish most all the literature on the subject of agriculture. A few good ones, however, are scattered around among the various publishers. Every school should have a complete set of the *Farmers' Bulletins* with duplicates of several of these, the *Yearbooks* of the U. S. Department of Agriculture, the *B. P. I. Reports*, the *B. A. I. Reports*, *Books treating of the diseases of our common farm animals*, and several books or publications that may be had for the asking directly from your congressman. All state reports and state publications, as well as those from other states may be had for the asking.

**School Garden.**—If the school has no land available for the school garden, it should rent at least one half or two or three acres of land near the building for this purpose. Where it is absolutely impossible for the school to secure land convenient to access, the experiments may be carried out on the farm land of some of the students. A small greenhouse may be possible.



### V. Teacher.

**General Training.**—Every teacher of high school agriculture should have a general education to begin with. Every agriculture teacher should have had a course in physics, chemistry, elementary geology or physical geography, botany, and zoology, or general biology, and some special courses in astronomy, horticulture, and animal husbandry. The teacher who has spent a part of his life on the farm will find that to be a valuable assistance to him.

**Special Training.**—The special training is gotten best in regular agricultural colleges. The normal schools are offering good courses in this new work. Most of the teachers taking agriculture in the normal schools take it in the short summer sessions. Those who intend to teach agriculture should study it with a view to acquiring the subject matter and gaining ability to impart the information necessary in connection with the course. The real teacher is the one who took his work in such a way that he is capable of practicing agriculture as well as teaching.

### VI. Methods of Presentation.

**Sequence of Seasons.**—It seems best to begin the work in September with plants. Certain phases of plant growth need to be emphasized. Selection of seeds and storage of grain and fruit should be considered; damaged fruit and grain may be examined and the methods of preventing such damage considered. When the plant materials have been exhausted, the study of animals may be begun. Their care, feeding and sheltering, the fundamentals of dairying, and the principles of poultry raising may be adjusted to the program. In the dull season of late winter farm management and machinery may be studied. In the time of freezing and thawing soils may be examined, and a little later, the conditions of plant growth will be interesting.

**Lecture.**—The lecture method in high school is befraught with many dangers and difficulties. This is the method used almost exclusively by the colleges and universities, but if it is used any in the high school, it must be after the pupils have been trained to listen and to make notes. I think pupils should have some of such training before they leave high school. Then some lecture work may be given for them to apply what they have learned. Unless the instructor knows more than the book, and can save time, and has the ability to hold the proper attention of the class, he should never lecture.

**Informal Class Discussion.**—The class period should be given to the assignment, perhaps some review, free discussion of the lesson prepared, and then supplemented by the teacher in the way of lecture or discussion. After the discussion of the previous assigned lesson or along with it, the instructor should supplement each topic as much as time will permit.

**Reports of Readings.**—Occasionally it is a good thing to have different members of the class to give an oral report to the class on some special reference. Sometimes special or certain students take special interest in individual work of this kind and get more out of the course by so doing. All this has value.

**Laboratory Work.**—The teacher should direct the laboratory work very carefully, but should be very careful not to take the originality away from the pupil. Whenever possible, the pupil should manipulate the apparatus alone. The experiments performed by high school pupils are intended to show the line of thought by which the proof is obtained. While it is out of the question to try to give an outline of the material that should be presented in a laboratory course, suffice it to say that the subject should be presented largely from the laboratory side. I am sure that with the apparatus mentioned in the State Course of Study and some addition material that may be needed to meet local conditions, the industrious instructor can

perform about seventy-two experiments, and this is about the maximum number that most schools will try to perform in a one unit course.

**Field Work.**—The amount of land for this purpose has been indicated above. The instructor should supervise the school garden or the farm experiments. If possible, he should visit them in the summer to see that they are carried out correctly. Reliance may be placed on the offering of prizes as incentives to good home work. The business men will usually assist in giving prizes. After all, the best place to teach agriculture is on the farm, for there where many of the boys and girls will spend their lives.

## DEPARTMENT OF CLASSICS.

Chairman, Walter Miller, Columbia.

Vice-Chairman, S. A. Jeffers, Fayette.

Secretary, Miss Gertrude Liggett, Kansas City.

The meeting was called to order shortly after two o'clock by Prof. Shaw, of Kansas City, who stated that the chairman of the department, Prof. Miller, of Columbia, was unavoidably absent.

The following nominating committee was appointed by the chair: Prof. Throop, Washington University, St. Louis; Miss Adams, Kansas City, and Mr. Denny, St. Joseph.

The discussion of the subject for the afternoon, "What is the matter with Latin in the High Schools?" was opened by a short paper by Prof. Charters, read by Prof. Throop. This was followed by short talks by Prof. Phillips, of Warrensburg, and Principal Graves of the Kansas City Manual Training High School. A general discussion followed, participated in by Prof. Shipley, Prof. Throop, and others.

The second part of the afternoon's program was an illustrated lecture, "Little Journeys From Rome," by Prof. Armstrong, of Drury College.

The Nominating Committee made the following report which was accepted: Chairman, F. C. Shaw, Kansas City; Vice-Chairman, Miss T. Jennie Green, Kirksville; Secretary, J. E. Hollingsworth, Marshall.

No further business appearing, the meeting adjourned.

F. C. SHAW, Acting Chairman, Kansas City.

## WHAT IS THE MATTER WITH LATIN IN THE HIGH SCHOOL?

By W. W. Charters, Columbia.

(Synopsis of an address delivered before the department of classics of the Missouri State Teachers' Association, on November 16, 1916).

I sincerely regret that a misunderstanding has occurred to keep me from being present in person to speak on the subject, "What is the matter with Latin in the High School?"

In this connection I wish to make four points:

(1) Latin will not remain in the high school if the content of Latin is not of interest to adolescents. Julius Caesar describes some military campaigns and Cicero delivers orations concerning political problems in Rome. Neither of these is of much intrinsic interest to adolescents.

Unfortunately, when any attempt is made to put an interesting content into Latin, other than what may be found in the classics, the innovation is met with ridicule by Latin scholars. Unless this attitude changes, Latin must go.

(2) It is proved that Latin is an aid to the artistic use of English. It follows that those students who are interested in English will study Latin provided they see that the study of Latin will help them in their study of the vernacular. However, no widespread or systematic attempt to develop methods of teaching Latin which would make it of technical value for the mastery of English is apparent in the high schools of the United States. Because of this, the student who might study Latin because it ministers to his interest in English is not shown its use and hence will not be inclined to study it except under compulsion.

(3) It is claimed that Latin reveals an ancient civilization which is worthy of study. However, the high schools are unacquainted with the technic for bringing the adolescents into touch with this ancient civilization. Here again the idea is accepted, but the technic of making this idea effective has not been worked out.

(4) The most serious difficulty in the Latin situation is the undue reliance placed in formal discipline by teachers of Latin. This has acted as a soporific so that now with formal discipline somewhat discredited, the rank and file of Latin teachers find themselves without a technic for making the subject have an interesting content, for making it useful in English or for an appreciation of a bygone civilization.

When to these shortcomings is added an unfortunate reluctance to use any modern subject matter as a substitution for what the adolescent calls the drowsy writings of Caesar and Cicero, the future for Latin looks very unpromising.

The only hope of retaining it in the curriculum rests in the versatility and progressiveness of the teachers of Latin.

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## DEPARTMENT OF APPLIED ARTS AND SCIENCES.

Chairman, Lewis Gustafson, St. Louis.

Vice-Chairman, Miss Josephine Casey, Kansas City.

Secretary, Mrs. W. W. Badgley, Springfield.

Thursday afternoon, November 16, 1916.

Department of Applied Arts and Science met in the David Ranken, Jr., School of Mechanical Trades, Thursday afternoon, November 16, 1916.

Mr. Lewis Gustafson, the chairman, was absent on account of illness and Mr. J. C. Wright was appointed in his place.

In the absence of the secretary, Mrs. W. W. Badgley, of Springfield, Miss Elizabeth Shannon, of Warrensburg, was appointed by the chair to serve in her place.

The chairman appointed Mr. Kissack, Miss Lytle and Miss Samms on the nominating committee.

After an address of welcome by H. G. Martin, assistant superintendent of David Ranken School, the following program was carried out:

"What Should Govern the Choice of Subject Matter in Courses of Study in Applied Arts?" by Mr. Charles A. Bennett, of Peoria, Illinois.

"The Future of the Association of Applied Arts and Science," Miss Ella Victoria Dobbs, University of Missouri, Columbia.

The chairman called for a report of the Nominating Committee. The following names were presented and the report was unanimously accepted by the Department.

Chairman, Mr. Ira S. Griffith, University of Missouri; Vice-Chairman, Mr. Stanley H. Moore, McKinley High School, St. Louis; Secretary, Miss Clara Schaeffer, St. Joseph.

A motion was made and seconded that an Executive Committee of three persons, one from each division—Fine Arts, Manual, and Household Departments of Arts and Sciences, be appointed by the chairman to bring matters of interest before the members during the year, and to get in touch with speakers whom the committee could recommend for the next general program. Motion carried.

Motion was made to adjourn. The sectional meetings followed.

J. C. WRIGHT, Acting Chairman, Kansas City.

ELIZABETH W. SHANNON, Acting Secretary, Warrensburg.

## THE SIGNIFICANCE OF HANDWORK IN ART EDUCATION.

By Ella Victoria Dobbs, Columbia.

The significance of handwork in the world's development is measured by the value of the human hand as compared with paws of other members of the animal kingdom. By our activities and chiefly by the works of our hands, have we grown to our present estate. Truly we learn to do by doing, and every phase of our modern civilization is traceable, directly or indirectly to the early occupations of our primitive ancestors. The desire for beauty is as old as these same activities. No sooner had our many-times-great-grand-parents learned how to make earthen bowls for their food than they began to add to them rhythmic thumb prints, dabs of color, and crude scratches that told a tale of extraordinary events or attempted to express some deep emotion.

We have not changed in character since those early days. Life has grown more complicated. We think we have refined it by our ideas of what constitutes beauty, but the same fundamental principles control us. We still try to make ourselves and our belongings more beautiful though we do not always succeed.

In those old days art and handwork were one, we made things for use and we tried to make them beautiful. But somewhere in the long journey down the ages they became separated and many of us have forgotten that art has to do with **things** and have come to honor more highly the one who excelled in picturing his emotions than the one who made **things** more beautiful; so that today an artist is a painter of pictures; an art exhibit is a collection of pictures in the minds of most people. Art study in school is related to this idea—being chiefly picture-making. We have lost greatly through this division and we live in the midst of much unnecessary ugliness without knowing how easily it might be made beautiful. The remedy is not far to seek. We must learn the lesson of race development which is the lesson of common sense and begin teaching the children how to find the secret of beauty in everyday things and how to control it.

Why should we teach them to place a sketch on a page with great care and then allow them to be unmindful of the margin on an English theme? Why should we teach them to choose colors with great care in sketching a flower, but ignore utterly the color combinations in a colored map, or worse still, pay no attention to the color combinations in their neckties, hair ribbons, hats and coats?

By our present methods we teach art in such a way that it seems to be connected only with the decoration and not with the thing decorated. For example, in the drawing lesson, we make a book-cover design. Often the work stops there, but sometimes to save the design we put it on cover paper and call it a book-cover. Then to make it seem more worthwhile, we put in a few leaves and lastly, not to waste the good paper we write something in it. This seems to be getting the cart before the horse. In real life we make a book because we have something to preserve and we try to make the cover correspond to the thoughts expressed within the book.

Why should we not use the same order in the school, and add to the value of our daily work by giving it both permanence and beauty?

One important element in the cultivation of the art sense is the development of the power to judge of values,—to know when we have succeeded and what is wrong with our failures. In all too many cases the teacher is the only critic and tells the child what is wrong. Since our appreciation analyzes into what we like and what we do not like, it is highly important that we be taught to like good things. If the teacher, instead of telling the children what is good and what is poor, will let them tell her what they like, and why, it will soon be possible to suggest reasons for liking based on sound principles. It will easily follow as a second step to suggest improvements in things we would like better if some small detail were changed. In a short time the children will be able to criticize their own work intelligently. All these suggestions means more to the children when related to their daily life and to things they have made with their own hands. We have been teaching drawing in the hope of developing an appreciation for higher art values but we have been only partially successful. We need to adopt this new definition of art, i. e. "Art is not something to be done, but is the best way of doing whatever needs to be done." We shall then seek and find the element of beauty in all our work, and we shall begin and continue our art teaching by designing and making useful things which are also beautiful.

When we give proper emphasis to the making of useful things and the endeavor to make them beautiful, the joy which attends the contemplation of the beautiful works of our hands will give birth to a desire for more beauty and a deeper appreciation of the beauty which lies all about us but which many of us see not. If we would develop in the children a real love of beauty and an appreciation of both the works of Nature and of the Old Masters we must begin with the homely things which lie close at hand and which we understand and then lead up and out intelligently.

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## THE FUTURE OF THE DEPARTMENT OF APPLIED ARTS AND SCIENCES

By Ella Victoria Dobbs, Columbia.

The wording of the topic suggests prophetic powers, which the speaker does not possess. Though we cannot tell what the future of the association will be, it seems quite profitable to discuss what it may be. The question at once arises, what *ought* it to be? In lieu of prophecy, we may draw upon imagination and picture several contrasting possibilities. The first vision which comes to us suggests the trend of our present methods. We may continue to meet once a year and listen to some good addresses and take part in some more or less spirited discussions. We may then go back to our several fields and put into practice some of the suggestions received, while we forget about the Association of Applied Arts and Sciences, until the next program is received. We may look it over with comments as to the success or failure of the officers to present an attractive program. We may decide to attend or to stay away next year, without any other feeling than that of personal gain or loss. This is what we are doing, and it is worth while maintaining an organization of this sort. We get something every time we come, and we miss something every time we stay away.

There is another picture of what the future may be. Suppose we go on in our present fashion until the people who can and will work up good programs get tired and stop serving; until the prominent members appear on programs so many times that we all know about what to expect from them, and one by one we conclude it is hardly worth the expense of the trip, and we decide to stay at home. By staying at home we can work harder on our own pet schemes, ride our hobbies more devotedly, and avoid any disturbing criticisms that might lurk in any speaker's remarks. I do



not want to dwell upon that picture. Usually such conditions maintain in a community where everybody is traveling in a rut, and complaining because there is so much to do, and pay so meager; where organized effort was impossible because the co-operative spirit was dead.

There is a third vision that comes to me of an organization so full of vigor that each meeting is eagerly awaited by its members, and missed by an occasional one, only in case of necessity; an organization so vigorously progressive that one afternoon a year will not suffice for accomplishing its business, and a year too long an interval between its meetings; an organization which stands so firmly and boldly for progressive ideas and counts in its ranks such conspicuous leaders in its community, that its influence is felt and its counsels heeded; an organization which is not content with discussing only the subject matter and methods of its immediate problems, but whose members feel themselves individually and collectively a vital part of the world's great work, and are deeply concerned with the relationship between themselves and other world workers; an organization whose members believe in themselves and their work so intensely that in season and out of season they are striving to give to all the benefits thereof, and who cannot rest until all their enemies are won over, and every possible influence turned to the success of their calling.

I trust you have followed my flights of imagination and have built up your own mental picture of these three possible futures. Perhaps none of them is ours, but this is true—no organization remains long at a dead level. We shall go forward and keep up with the world's progress, or the world will leave us behind. Which shall it be? Supposing for the moment that the third picture is ours, what will we find to do? On what may we expend our energies? In the field of manual arts—what? Out of 559 high schools, not including St. Louis and Kansas City, listed in the state directory 57 name a teacher of manual arts. Fifty-seven out of 559—only one school in ten! Of these how many are giving stereotyped courses? How many are being taught by poorly equipped teachers? How many touch in any way fields of vocational training or vocational guidance? How many are giving enough time to the work to bring results which are worth while?

In the field of fine arts what is there for us to do? Of the 559 high schools listed in the state superintendent's report, fifteen districts name art teachers. **Fifteen out 559!** How many patrons, school officers, and teachers, regard art as a luxury for the rich or the gift of a genius to be cultivated only when possessed in a marked degree? How many connect the word art with pictures and ornamentation? How many people in Missouri are living in ugly houses, in dreary towns, and wearing ill-chosen clothes, because they do not know a few fundamental art principles nor their transforming effect upon material, every-day things. Why is this? How shall we remedy it? In the field of home economics the records are a little more encouraging. Of the 559 high schools, 71 list teachers of home economics, and these have been organized chiefly within five years. In addition to these, women's clubs in many quarters are giving special attention to this field. The State Department of Agriculture has four women constantly in the field and they are unable to answer all the calls for help in the study of household problems. This is most encouraging. We need the same activity in the other fields.

What can be done to improve these conditions? If we believe that the work comprehended in the department of applied arts and sciences is of vital importance to the progress of the world's work, it behooves us to bestir ourselves and convince the world of our faith. We need to see to it that at every conference of teachers, our work receives its due share of attention. We need to see to it that in every community both the patrons and the teachers of regular subjects are well informed as to the real value and purpose of our work. We need to show our faith in organized effort by supporting the work of this association with our active co-operation and our money at least to the extent of a prompt payment of the small dues required to carry on its work. We need to get together in small groups more frequently that we may know each other when we gather at such times as this. We need, each of us, to feel ourselves a part of a big progressive

movement, not mere onlookers. We need, each of us, to feel that while we are responsible for the small corner of the field which we are appointed to till, we are also to share in the harvest of the whole field and to do our full share to make that harvest abundant and rich.

There is pending now in Congress the Smith-Hughes bill, which has already passed the Senate and failed to come up in the House only because of the pressure of emergency legislation. There has been no opposition to the bill and it will undoubtedly come up for action at the next session. We were told a year ago that not a penny of the funds to be distributed under this bill can be used in Missouri under existing laws. What has this organization as a body done to bring before the public the importance of the work to be done under the provisions of this bill and to create a public demand for a modification of our laws in accordance with the requirements of the federal law? What are we doing as individuals?

In order to discover the attitude of the teachers, fifty letters were sent out asking the following questions:

1. Do you find it helpful to compare methods with other teachers in your field work?
2. How frequently do you have such opportunity?
3. Do association meetings help or bore you?
4. What would improve them?
5. Would you support more frequent meetings, if they were of a helpful sort?
6. What is the attitude of regular teachers in your community toward special subjects?
7. What agencies are now working in your community to make patrons and teachers more appreciative of the value of the applied sciences?

Replies were received from less than half. Of these nearly all answered "yes" to the first question, but confessed limited opportunity. One teacher's experience includes only one meeting in two years, at which time the one speaker on the program who was to deal with her problems was absent. The majority find association meetings helpful though three frankly admit that they find them a bore. Nearly all express willingness to support more frequent meetings, if they are of a helpful sort and the improvements suggested include strong speakers, practical problems with samples of work done, more informal discussion of problems and their solution by good teachers whose theories are based upon practical experience, more emphasis upon work for small towns and rural communities. While the attitude of regular teachers and the public is generally favorable, an active minority which is unfavorable to our work it admitted, though no special agencies seem to be at work to correct this condition. Very few local organizations of any sort are reported.

Plans are on foot to bring the District Association into closer relation with the State Association. Can we not work upon the same plan and keep active during the year through these district meetings? Can we not organize ourselves locally and stir up a lively interest in the work to which we have given our lives?

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## DEPARTMENT OF LIBRARIES.

Chairman, Paul Blackwelder, St. Louis.

Vice-Chairman, Ward H. Edwards, Liberty.

Secretary, Miss Kate Dinsmore, Kansas City.

The meeting was called to order by Mr. Paul Blackwelder, chairman of the section, in the library of the Central High School at 2:20 p. m., Nov. 16. Forty-eight people were present. E. B. Wales was requested by the chairman to act as secretary pro tem. After a few preliminary remarks

the chairman called for the paper by Miss Bowman of the Children's Department of the Central Public Library. Miss Bowman's subject was stated as "An experiment in library and school co-operation."

The discussion was taken up by Mr. Dougan of the Shaw School. Mr. Dougan took the position that the fairy tale book was much overworked in modern library reading, at least he stated that he believed that was the mind of the average American educator. He believed that it would be easier to interest the modern child in a good book of mechanical construction or some book of Seton Thompson's; and that the reading of such book would produce a better understanding of books themselves. The library section, he said, should spread abroad the conviction that every school building should be planned for school library room and that the library in that room should have an organization planned by the public library.

In following up the discussion Mr. Gerling stated that he had been particularly impressed with the fact that the paper of the day had indicated a spirit of co-operation, with a definite aim, having besides a definite theory behind it. Regarding the discussion of imaginative versus realistic literature, he made the point that the word "imaginative" called for two interpretations, of the imagination in producing literature; the other from the side of the reader when it would rather be literature good from the standpoint of its proper imaginative reaction or stimulation. He was in favor of making the attempt to give the child literature which would stimulate along the lines of his own experience as a basis. The point was further made that present day education was more and more requiring a social objective for school work. Personally he believed in the older tendency to cultural reading to supply an inner need but was willing to say that the two points just mentioned must be kept in view. He liked the tendency to develop through the library the proper use of the book, thus refusing to permit the library to be reduced to a mere distributing center. At the close of these remarks Mr. Blackwelder invited general participation in the discussion.

Miss Ernst, of the Cote Brilliant School, was inclined to discount the term "Imaginative literature" as such, and stated "we will use literature aright if instead of momentary intoxication tending to sentimentality we get out of it those fundamentals of human thought and action which supply us with principles upon which we can organize our lives."

A member rose to make a protest against the growing utilitarianism of the present day. She quoted John Stuart Mill as having felt keenly when he first came across in his reading the literature of poetry that it was too late for him to gain intellectual profit from it. In spite of the necessity for the literature of knowledge she believed that the boy or girl should be trained for the quiet hours of their lives—a cultivated taste is only obtained through a painful process of elimination. She closed by saying "that the purpose of reading was to put the pupil in touch with those who present the highest ideals of the race."

Mr. Brown remarked that the question of terminology was a stumbling block in the way of understanding the subject of library reading at present. People are not wont to be frank about personal experiences; therefore, the truest line of reading often developed through imaginative literature because through that medium real things concerning human life and experience could be presented." Ask, he said, "any of our business men what quality is most utilitarian in their assistants and they will answer personality. Personality now predicates human qualities and in this light the reading of imaginative literature is often more utilitarian than the study of chemical reactions. This is true because its impressions influence the tendency of the individual to act thus or so under given environment.

Dr. Bostwick of the Public Library was then called upon and brought the meeting back to its original point of discussion, stating that he did not believe Miss Bowman intended to advocate especially imaginative literature for children, but rather placing before them the children's classics, which might or might not be imaginative. Having made this idea clear he

presented another more concrete in the suggestion that the public library should be admitted as a direct co-operator into the library room of the public school. "Why not, he said, "permit the public library to come into this well appointed room, add more books, furnish the administration and open the room to some of the parents and friends of the school in this vicinity?" An inclusive proposition has already been made to the School Board concerning new buildings providing for such co-operation. Is there any reason why we may not try it now with the present buildings?"

The hour of closing having arrived, the report of the nominating committee was presented as follows:

Chairman, Mr. Jesse Cunningham, Librarian, St. Joseph; Vice-Chairman, Mrs. Lewis M. Dougan, Principal Shaw School, St. Louis; Secretary, Miss Lesem Cooke, Librarian Normal School, Warrensburg, Mo.

The Secretary was instructed to cast the ballot for this slate.

The meeting was then adjourned.

ELIZABETH B. WALES, Secretary pro tem.

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### AN EXPERIMENT IN SCHOOL AND LIBRARY CO-OPERATION.

By Frances E. Bowman, St. Louis.

The plan is the outcome of frank, friendly talks with members of the Committee appointed by the Superintendent of schools to revise the reading course in the St. Louis schools.

Children are coming to the library every day who have never heard of the good books. A short time ago there was a great demand for Swiss Family Robinson. On inquiring the cause it was found that there were a few copies in a class room not far from the library and the children had permission to read it at odd times when work was finished. When a child was asked whether the book must be reported on, the answer came quickly, "Oh no, we are reading it just because it is a good book." Library experience tends to make one lose faith in compulsory reading. The voluntary choice of children in the library seems to prove that it does not produce results. The writer has arrived at the point where she believes our full duty is done if the child is given a fair opportunity to read the good books. By "fair opportunity" is meant to place before him an attractive edition, good paper, good type, good illustrations and to arouse his interest by reading a chapter or briefly sketching the story. The reason for the latter method would be easily understood if it could be known the number of times a library assistant has the question concerning a book, put to her, "Have you read it?" "What is it about?" It is largely a matter of getting the good book talked about, of getting it into the air, the atmosphere surrounding the child. This is the idea underlying the present plan. The library proposes to concentrate attention upon the good titles. A class room library of fifty different titles as now sent to the schools will be cut to forty titles, the other ten books will be of one title in different editions. For example, we shall send ten copies of the Arabian Nights in five different editions illustrated by such artists as Maxfield Parris, Dulac, Willy Pogany, Folkard and Heath Robinson. These books will remain in a room two weeks; then another "ten" will be sent. We are simply emphasizing the good titles by having in the room ten copies at one time. The library assistant will introduce each new "ten books" by reading a chapter or telling one of the stories and the child is to be left free to read the book or leave it alone as he chooses. It is hoped that the ten books will not satisfy the demand and call for the books will come through the different library distributing agencies. The beautiful book is an expensive thing and the plan can be made practical only by rapid circulation and the duplication of the less expensive edition.

Just what time, energy and expense are being saved in such a plan of co-operation between school and library? It is a shifting of our group work from the library to the class room. Stories are being told to children in all the branch libraries. The experiment is being tried by the children's room of the Central Library. This children's room circulates a very large proportion of its yearly circulation of 100,000 in two hours after school of each day. All available assistants are necessary in the room at the time to give individual help and suggestion and so to create some spirit of leisure, quiet and recreation as well as study and order that is essential to any child's reading room. The library "story hour" also comes at this time, taking the strongest assistant from the room, when she is most needed.

In the library "story hour" fifty children are reached each week. In co-operation with the four upper grades of four schools we are giving from four hundred to six hundred children the opportunity to know about the good books with very little more expenditure of effort. The preparation of a story from the classics for older children takes much time and all libraries concede that story telling is expensive. In the experiment the story will be told four times instead of once and from two to three hundred children will be reached with every story instead of fifty, with no more expenditure except the actual time taken for the repetition of the story.

This is only an experiment and strong argument may be found for continuing the group work inside the library. It behooves the library to stay within its field, and we believe in the department of children's reading, that field is the circulation of the best possible books that shall be demanded by reason of attraction, and not by reason of compulsion. The library must not be misunderstood as wishing to force its services in handling books sent to the class room, we only agree with some of the foremost educators in St. Louis that if the proposed new courses of study in the different subjects are made effective, specialists are a necessity.

### FOLK-LORE DEPARTMENT.

President, Miss Mary A. Owen, St. Joseph.

Secretary, H. M. Belden, Columbia.

Treasurer, C. H. Williams, Columbia.

The Tenth Annual Meeting was held in accordance with the program on Thursday and Friday, November 16 and 17. At the Thursday meeting, which was held from 2 till 5 in Room 312 of the Central High School, the following papers were read:

"The Folk-Lore of Flowers That Grow in Missouri," Miss Owen.

"Italian Folk-Lore in Missouri," Miss Ellen Lawton and Miss Rala Glaser, Kansas City.

"Old Ste. Genevieve," Mrs. Edward Schaaf, St. Mary's.

"The Location of the Indian Heaven," Dr. W. L. Campbell, Kansas City.

This session closed with a round-table discussion of "Children's Games," under the leadership of Miss Leah R. C. Yoffie, St. Louis.

The Friday meeting took the form of a "folk-lore supper" at the room of the Artists' Guild, made possible by the kindness of Mrs. Walter B. Ver-Steeg. After the supper Professor C. H. Williams, of Columbia, gave a talk on "Ballad Conditions in Bollinger County," and Mr. E. E. Chiles of St. Louis rendered a Missouri version of the ballad of "The Hangman's Tree."

The following officers were elected:

President, Miss Mary A. Owen, St. Joseph; Vice-Presidents, Miss Lucy R. Laws, Columbia; Mrs. Eva W. Case, Kansas City; Miss Jennie M. A. Jones, St. Louis; Mrs. Edward Schaaf, St. Mary's; Secretary, H. M. Belden.



Columbia; Treasurer, C. H. Williams, Columbia; Director, A. E. Bostwick, St. Louis. (The other two directors are Miss Jennie F. Chase, St. Louis, and Miss Leah R. C. Yoffie, St. Louis.)

MARY A. OWEN, President, St. Joseph  
H. M. BELDEN, Secretary, Columbia.

## DEPARTMENT OF COMMERCIAL TRAINING.

President, Robert A. Grant, Yeatman High School, St. Louis.

Secretary, Milan B. Wallace, Central High School, St. Joseph.

The second annual meeting of the Department of Commercial Training of the Missouri State Teachers' Association convened at Central High School, St. Louis, on the afternoon of November 16.

President Robert A. Grant called the meeting to order and followed with an able address. President Grant raised the question of the training of teachers in the Universities for commercial teaching. He said this phase of college work had been neglected, and because of this, teachers with college degrees who are able to teach commercial subjects, cannot be found for many positions calling for such instructors.

Dr. Isidor Loeb, of the School of Commerce, University of Missouri, spoke of the work contemplated by this new department, and indicated that the training of commercial teachers would receive proper consideration. Dr. Loeb is in sympathy with the movement to recognize commercial work as worthy of credit for University entrance, and stated that four out of fifteen required credits were now accepted in commercial subjects, typewriting having been recently added to the list. The new School of Commerce was established in 1914, and is combined in a co-operative arrangement with the School of Education to prepare commercial teachers. Dr. Loeb's address was received with much satisfaction by all present.

Mr. P. B. S. Peters of the Manual Training High School, Kansas City, read a most excellent paper on "A Digest of Missouri Statutes."

An exhaustive report on "A Survey of Commercial Education" had been prepared, but owing to the removal to another state by the Chairman of the committee, Mr. Paul Lomax, the report was mailed too late to be given at the Convention, and by motion, was continued for future discussion.

After round-table discussions, the session was adjourned.

Thursday evening was spent at a splendid banquet at the Marquette Hotel, during which a number of interesting talks were given. "Our Commercial Relations with the Latin American Countries," by Hon. James The Graeme Arbuckle, Consul in St. Louis for Venezuela and Colombia, was received with much interest. The address was the result of a long and varied experience in personal touch with the countries of South America.

Dr. W. F. Gephart, director of the new Department of Commerce, Washington University, was the next speaker. He emphasized the importance of well trained teachers and the recognition which should be given by higher institutions toward entrance credits for work completed in high school commercial courses. Those who heard this address took with them something worth while.

On Friday afternoon the members inspected the Business Department of Soldan High School, and this was followed by a great automobile trip through the residence and business districts of St. Louis. Among the places visited were the Brown Shoe Factory, and the Missouri Botanical Gardens.

Saturday morning was consumed in visiting the St. Louis Clearing House and the Merchants' Exchange.

St. Louis has a splendid corps of high school commercial teachers who are loyal to their cause and who know how to entertain their visitors.

The following are the officers elected for the Department of Commercial Training for 1917:

President, P. B. S. Peters, Manual Training High School, Kansas City; Vice-President, Milan B. Wallace, Central High School, St. Joseph; Secretary, Arthur H. Dahne, Soldan High School, St. Louis.

ROBERT A. GRANT, President, St. Louis.  
MILAN B. WALLACE, Secretary, St. Joseph.

## A SURVEY OF COMMERCIAL EDUCATION IN MISSOURI.

By Paul S. Lomax, Columbia.

The Survey of Commercial Education in Missouri had its origin in the wish of the commercial teachers of the state to inaugurate a constructive and comprehensive program of state-wide standardization of commercial education. The Survey Committee, appointed by the Department of Commercial Training of the state teachers' association, held its duties to be four-fold:

1. To determine conditions in commercial education as they now exist in Missouri.
2. To define the outstanding problems which these existing conditions indicate.
3. To propose methods of solution of these problems along principles already worked out in the experience of leading commercial schools in this and other states.
4. All this to the end of standardizing commercial education throughout Missouri.

The fulfillment of duty No. 1, THE DETERMINATION OF EXISTING CONDITIONS, was arrived at by means of a questionnaire, copies of which were mailed to all commercial teachers in the State.

The questionnaire called for data under four major divisions:

1. Qualifications of Teachers.
2. Equipment of Commercial Department.
3. Commercial Curriculum.
4. Courses of Study.

The purpose of major division No. 1, QUALIFICATIONS OF TEACHERS, was to find out:

1. The standard of academic and professional training which obtains among Missouri commercial teachers.
2. To what extent the higher institutions of the state contributed to the training of these teachers.
3. What the state university and the five state normal schools are doing to encourage a high standard of teaching efficiency in terms of providing adequate courses specifically designed for the training of prospective commercial teachers.

The purpose of major division No. 2, EQUIPMENT OF COMMERCIAL DEPARTMENT, was to learn the character and amount of laboratory and library facilities in accordance with a fundamental pedagogic principle that the kind of equipment with which to teach is a primary factor in determining the kind of teaching that is done. Especially is this true of commercial subjects in which the manual side is strongly emphasized.

The purpose of major division No. 3, COMMERCIAL CURRICULUM, was to ascertain:

1. The range of courses of study being offered.
2. Their relative popularity.
3. In what years most commonly taught and time allotted each.
4. Textbooks being used.

The purpose of major division No. 4, COURSES OF STUDY, was to learn certain phases of the quality, quantity, arrangement, and methods of presentation of the subject-matter of bookkeeping, shorthand, typewriting, penmanship, commercial geography, and commercial law. Some of these phases were:

1. Ratio of laboratory to recitation periods in bookkeeping.
2. Speed and accuracy requirements in shorthand and typewriting.
3. Extent and character of class instruction in typewriting.
4. Kind of dictation material offered in advanced shorthand.
5. Extent of use of such scales as that of Thorndike's or Ayer's in the grading of penmanship work.

So much for the first duty of the Survey Committee, THE DETERMINATION OF EXISTING CONDITIONS, and how the Committee endeavored to meet it.

Now the second duty of the Survey Committee was to define the outstanding problems upon the basis of existing conditions as revealed in the light of the questionnaire data. The outstanding problems agreed upon by the Survey Committee were:

1. The failure of the state university and the five state normal schools to provide courses of study specifically designed for the training of prospective commercial teachers.
2. The deplorable lack of an adequate supply of wall maps, stereopticon slides, and raw materials in the teaching of commercial geography.
3. The serious lack of library reference books and magazines in bookkeeping, commercial geography, and commercial law.
4. The great diversity of speed requirements in shorthand and typewriting.
5. The failure of 50% of the commercial department to provide class instruction in typewriting.
6. The failure of 33.1-3% of commercial departments to provide regular and definite recitation periods in bookkeeping.
7. The clerical type of commercial curriculum which almost universally prevails in Missouri commercial departments.
8. An urgent need on the part of commercial departments to avail themselves of the use of the Educational tests, such as the scales for handwriting and spelling, and the National Business Ability Tests.

With the most significant problems agreed upon, the third duty of the Survey Committee was to suggest to the Department of Commercial Training ways and means of solving these problems.

Space permits a brief discussion of only Problem No. 1, which of all eight problems is the most fundamental.

**Problem No. 1—The failure of the state university and five state normal schools to provide adequate courses of study specifically designed for the training of prospective commercial teachers.**

How well a branch of knowledge is taught depends basically upon how well its teachers are trained both in mastery of subject-matter and mastery of the teaching of that subject-matter. Scholarship and teachership are equally important; one is not more fundamental than the other.

The survey data revealed that the level of scholarship of Missouri high school commercial teachers in terms of academic and professional training is very much higher than is commonly accepted in educational circles; indeed, it compares most favorably with those of the teachers of other departments. Fifty per cent of the graduates of a normal school, college, or university; and another 33.1-3% have attended a normal school, college, or university for a length of time ranging from three months to three years. But of this 83.1-3%, 56% of whom have attended Missouri institutions of higher learning, not a single commercial teacher reported ever having had a normal school, college or university course in the teaching, for instance, of bookkeeping, typewriting, or shorthand. This situation is true not only in Missouri but practically all over the country in spite of a recognized educational principle that thorough preparation in the **teaching side** of a subject is as highly essential to a prospective teacher as is thorough preparation in **knowledge side** of a subject.

The state university provides elaborate courses specifically designed for the training of prospective home economics and manual arts teachers but none for commercial teachers, and this in the face of the following statistics:

TABLE NO. I<sup>1</sup>

No. of Coml. teachers in Missouri .....	173 or 46%
No. of home economics teachers in Missouri .....	103 or 28%
No. of manual arts teachers in Missouri.....	97 or 26%
	— —%
	373 100%

Table No. I reads: Of a total number of 373 teachers engaged in the teaching of commercial subjects, home economics, and manual arts, 46% of the number teach the first group of subjects, 28% the second group, and 26% the third group; that is, the number of commercial teachers is almost 2-3 greater than the number of home economics teachers and better than 2-3 greater than the number of manual arts teachers.

TABLE NO. II<sup>2</sup>

H. S. enrollment in coml. subj. in Missouri.....	7542 or 43.4%
H. S. enrollment in home economics in Missouri....	5774 or 33.3%
H. S. enrollment in manual arts in Missouri.....	4047 or 23.3%
	— —%
	17363 100.0%

Table No. II reads: Of a total number of 17,363 students enrolled in commercial subjects, home economics, and manual arts, 43.4% of the number are enrolled in the first group of subjects, 33.3% in the second group, and 23.3% in the third group; that is, the number of commercial students is almost 1-3 greater than the number of home economic students and nearly twice greater than the number of manual arts students.

The comparative number of calls which come to the state university for college trained teachers of these three vocational subjects bear out the accuracy of the above statistics.

In view of these facts, it seems rather ironical that the University of Missouri (in common with a great majority of our state universities) should say:

"It is strongly recommended that in the selection of teachers, graduates of universities and colleges of recognized standing, or teachers who have had equivalent training, be preferred. With the large increase in teachers having college training, and with the excellent opportunities now offered by the summer schools, the University cannot afford to accredit any school seeking affiliation, that shows an indifference to the grades of scholarship of the teachers employed."<sup>3</sup>

Yet, in the failure of the state university to provide a four-year college curriculum especially designed for the training of prospective commercial teachers, who is the one showing an indifference to the grade of scholarship of commercial teachers?

And as with the state university so with the state normal schools. Although all five of the state normal schools have commercial departments, specifically designed, it would seem, for the training of prospective commercial teachers, yet the data received from four of the five institutions indicate that none of them have made any provision for that specific pur-

1. "State List of High School Teachers, City and County Superintendents of Missouri, 1915-16."
2. "Vocational Education for Missouri," thesis by B. F. Melcher, submitted in partial fulfillment for the degree of Master of Arts at the University of Missouri.
3. "Circular of Information to Accredited School, 1915," page 7. University of Missouri, Columbia.

pose. Their curricula does not differ materially from those of commercial departments of standard secondary schools; and, in general, the same subjects are taught and the same textbooks used. In no case are courses offered in the teaching of such subjects as bookkeeping and shorthand.

### MISSOURI STATE SCHOOL PEACE LEAGUE.

President, E. L. Hendricks, Warrensburg.

Secretary-Treasurer, Mrs. J. M. Greenwood, Kansas City.

Vice-Presidents, John R. Kirk, Kirksville; Louis Theilmann, New Madrid; J. A. Koontz, Joplin; W. H. Black, Marshall; W. S. Dearmont, Cape Girardeau.

The Missouri State School Peace League Department Meeting of the State Teachers' Association, was held in Room 220, Central High School, St. Louis, Thursday, November 16th at 2:00 p. m.

In the absence of President E. L. Hendricks, Mr. Louis Theilmann, Second Vice-President, presided.

Two thoughtful and deeply interesting addresses were given: "Military Training in our Public Schools" by Prof. C. H. McClure, Warrensburg, and "Enforced International Peace," by Prof. J. E. Wrench, University of Missouri, Columbia. Some discussion followed.

The nominating committee reported the following officers for 1917:

President, Louis Theilmann, New Madrid; Secretary-Treasurer, Mrs. J. M. Greenwood, Kansas City; Vice-Presidents: Dr. John R. Kirk, Kirksville; Dr. W. H. Black, Marshall; Dr. W. S. Dearmont, Cape Girardeau; Supt. R. F. Nichols, California; Mr. J. A. Koontz, Joplin.

Directors: R. D. Shannon, Sedalia, 1917; Mrs. Marie T. Harvey, Kirksville, 1917; Miss Elizabeth Brainerd, Trenton, 1917; E. M. Violette, Kirksville, 1918; G. H. Beasley, Liberty, 1918; Mrs. M. E. Griffin, Kansas City, 1918; J. E. Wrench, Columbia, 1919; C. C. Thudium, Fredericktown, 1919; Miss Amella C. Fruchte., St. Louis, 1919.

The report was unanimously accepted.

The meeting then adjourned.

JOSEPHINE GREENWOOD, Secretary, Kansas City.

### THE ENFORCEMENT OF INTERNATIONAL PEACE.

By J. E. Wrench, University of Missouri, Columbia.

Ideal of world peace is something which has occupied minds of thinkers for some time. The problem is how best to bring it about. In spite of the uneconomic character of war and its obvious destructive effects both physically and spiritually it continues to exist. Since people can not reach it by reasonable means, some especial machinery has to be devised.

The League to enforce peace is an attempt to bring peace thru a great world organization. Its method of enforcement is the economic weapons of the states involved and the general public opinion.

The difficulties that lay in the way of the establishment of a league to enforce peace are those which are common to all leagues. It will depend upon the willingness of the various nations to enter. There will, of necessity, be several things which must be recognized as a basis on which this organization must rest. The most obvious of this is that the status quo must be maintained. Of the eight greater powers of the world only three



are satisfied with the present distribution of territory and they alone will be honestly willing to support such an arrangement. Germany, Austria Hungary, Russia, Japan and Italy are not satisfied and they will enter such a league with misgivings and hesitation.

Granted that they will be willing to enter such a league, they will carry with them the aspirations and prejudices that they now have and there will arise in the league a series of parties more or less similar to these represented by the Triple Alliance and the Triple Entente before the war.

The difficulties in the way of the establishment of such a league, altho great, are not insurmountable, and are worth overcoming, but the real crux of the problem is the great step which it will cause this country to take in joining itself with European powers in a definite world organization.

The real necessity for world peace is an acceptance of the idea that each country has a right to full and free national development and that that involves an uninterrupted access to the open sea. In the second place it is necessary in America that we arrive at a real appreciation of the ideals and aspirations of other nations, even tho they are of different color from ourselves and have a real sympathy and understanding of them. Finally it is necessary that we stand before the world with our own ideals honestly and firmly, putting aside all the hypocrisy and meanness that is so often recognizable in our financial dealings.

The League to Enforce Peace will not bring about peace. It is only a step on the road to international peace. It is, however, the step which we ought as a nation to take as a preliminary to a genuine entrance into the world of international politics.

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## DEPARTMENT OF UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS.

Chairman, E. L. Hendricks, Warrensburg.

Secretary, J. W. Million, Mexico.

The regular annual meeting of the department of Universities, Colleges, and Normal Schools of the Missouri State Teachers' Association met on Thursday afternoon, November 16, at 2 o'clock in room 120 of the Central High School Building, St. Louis. President E. L. Hendricks, of the Warrensburg State Normal, was Chairman of the meeting. In the absence of the Secretary, Pres. J. W. Million, of Hardin College, Mexico, Pres. J. M. Wood, of Stephens College, Columbia, was elected Secretary pro tem.

The meeting was then declared in order for consideration of the topics that had been presented for discussion. President John R. Kirk, of the Kirksville Normal School, discussed in some detail the progress of higher education in Missouri. His presentation of the subject was in part made in part by Prof. Ziegler of the Conference on the Inter-relation of the State University and Normal Schools in the accrediting of various courses. The discussion was led by Pres. W. T. Carrington of the Springfield Normal School who re-emphasized the vital parts of President Kirk's survey. Both speakers pointed out the growing harmony among the various educational institutions. President Carrington praised the efforts of Ex-President Laws to promote the educational activities of the state. Pres. Dearmont of the Cape Girardeau Normal School, review the early history of the Pedagogical department in the University of Missouri. In 1884 and 5, the speaker said, Miss Bibb who had charge of the department was married, and that the department was then placed in charge of the teacher of English and history. He also paid a splendid tribute to President Laws. The first building for any educational institution, he said, was made by the state in 1883. Prior to that time the buildings of the University had been erected by Boone county, by the United State government, or by Dr. Laws himself. Presi-

dent Reed of Westminster College called attention to the extra legal progress that had been made in education, and to Dr. Judd's remarks, that educational institutions must regulate themselves, or that they must be regulated from a source higher than law. He gave a brief survey of the Iowa plan for handling educational questions by a Board of Education. At the conclusion of this discussion Mr. P. P. Callaway of the State Department of Education, presented for discussion various propositions related to "The co-operation of our Educational Institutions." These propositions were taken up and discussed informally by the various members of the Conference. At the conclusion of the discussion of Mr. Callaway's propositions, Pres. J. A. Thompson of Tarkio College was unanimously elected president, and Pres. J. M. Wood, of Stephens College, secretary of the department of Universities, Colleges, and Normal Schools for the succeeding year.

Motion to adjourn was then carried.

Institutions officially represented in the Conference were as follows: Cape Girardeau Normal, Pres. W. S. Dearmont; Springfield Normal School, Pres. W. T. Carrington; Warrensburg Normal School, Pres. E. L. Hendricks; and Dean C. A. Phillips; Kirksville Normal School, Pres. John R. Kirk and Prof. Ziegler; Maryville Normal School, Pres. Ira L. Richardson; Missouri Valley College, Pres. W. H. Black; University of Missouri, Prof. J. H. Coursault; Tarkio College, Pres. J. A. Thompson; Westminster College, Pres. Reed; Howard-Payne College, Pres. H. E. Stout; Hardin College, Pres. J. W. Million; Stephens College, Pres. J. M. Wood; State Department of Education, Mr. P. P. Callaway.

E. L. HENDRICKS, Chairman, Warrensburg.  
J. M. Wood, Secretary Pro Tem, Columbia.

## NATIONAL EDUCATIONAL ASSOCIATION

Portland, Oregon, July 7 to 14, 1917

Missouri Headquarters, Hotel Multnomah, Room 747

State Supt. of Schools  
Hon. Uel W. Lamkin,  
Jefferson City

State Director  
Principal W. H. Martin,  
Kansas City

State Manager  
Miss Tillie C. Gecks,  
St. Louis

Assistant State Managers  
Byron Cosby, Kirksville  
E. M. Sipple, Moberly  
W. S. Drace, Richmond  
Ira Richardson, Maryville  
George Melcher, Kansas City  
C. A. Phillips, Warrensburg  
M. A. O'Rear, Springfield  
J. D. Elliff, Columbia  
Herbert Pryor, Mexico  
L. W. Rader, St. Louis  
H. B. Dickey, St. Louis  
Chas. Collins, St. Louis  
C. C. Thudium, Fredericktown  
W. W. Martin, Cape Girardeau  
C. A. Greene, Webb City  
C. H. McIntosh, Salem

Motto: "Missouri to the Front"

St. Louis, Mo., April 25, 1917.

To the Teachers of Missouri:

The next meeting of the National Education Association is to be held in the City of Portland, Oregon, July 7th to 14th, 1917. We are told that the whole Northwest is looking forward to this meeting with great pleasure, that nothing will be left undone in trying to make the stay of the teachers both profitable and pleasant, and that no city in the United States will exert greater efforts than will Portland to meet the needs and expectations of its

# 5

## Important **FACTS**

### About the Missouri Pupils' Reading Circle

**FIRST:** The Pupils' Reading Circle, as a rule, sells the same books a little cheaper than they can be secured from other sources.

**SECOND:** The Pupils Reading Circle pays the postage or express on **all** books ordered.

**THIRD:** The orders for Pupils' Reading Circle books are filled **very promptly**.

**FOURTH:** All the books required in the **BODY** of the **State Course of Study** can be supplied by the Pupils' Reading Circle. Many others can also be secured.

**FIFTH:** These books can be secured from E. M. CARTER, Secretary and Manager, Pupils' Reading Circle, Columbia, Mo.

### Write for Free Bulletin of Books

visitors. One thousand automobiles will be at the disposal of the teachers during the time of the convention at no additional cost, thus giving every visitor an opportunity to see Portland and the nearby places of interest.

Railroads are to give the usual low, round trip rates with stop-over privileges and time extensions, and, also, the very desirable privilege of going one way and returning another. Tickets will be on sale June 25, 27, and 30, and July 1st to 6th.

Round trip fare from St. Louis will be \$65.50. From Kansas City and other Missouri River points, \$55.50. Fare from other points in the state will be in proportion.

All purchasers of tickets are advised to see to it that the tickets read from the starting point to Astoria, Oregon, and return, with stop-over privileges at Portland. Astoria is 110 miles west of Portland at the mouth of the Columbia River, and all delegates to the convention will want to take this trip since there will be no additional cost. It should be remembered that Astoria is the oldest settlement in the Northwest and that its fishing operations give it an attractive and picturesque setting. More than 1000 fishing boats operate out of Astoria.

A number of excursion trips are planned, giving opportunity to see the most interesting points in the Great Northwest at very reasonable rates.

The program promises to be one of the best ever presented to the Association. All phases of modern education will be discussed. The various departments will be represented by the advanced thinkers and teachers of each department. It has been agreed that the program should be put upon a two-hour basis, the morning sessions from 10 to 12, the afternoon from 2 to 4, and the evening from 8 to 10, thus giving ample time for social functions and sightseeing trips.

Missouri Headquarters will be found in room 747, Hotel Multnomah, and will be open each day during the session from 9 o'clock in the morning until 10 o'clock in the evening. Here Missouri teachers and their friends may come any time in the day between these hours to get their mail, to rest and refresh themselves.

On Monday afternoon, July 9, from 4 to 5 o'clock there will be a business meeting at headquarters.

On Thursday afternoon, July 12, from 4 to 6 o'clock the regular annual reception of Missouri teachers will be given, and on all other days during the Association little afternoon gatherings and informal receptions will be held at Missouri headquarters.

TILLIE C. GECKS,

State Manager, 3934 Cleveland Ave., St. Louis, Mo.

**PORTLAND AND THE N. E. A.**

To All Missouri Teachers:

Secretary Springer of the National Education Association says that the Portlanders are three months ahead of any city where the N. E. A. has ever met. What he meant was that Portland could hold the Convention now, if necessary, and could house its departments in perfect comfort. There are 19 large Auditoriums ready for use and any one of them within five minutes walk of the New Municipal Auditorium, where the general sessions of the Association will be held. Five of the Auditoriums are within an area of three city blocks. The largest number of Auditoriums ever offered by any other city is eighteen. The hotels, apartment houses and private houses are being lined up and listed, and will furnish plenty of accommodations for 30,000 teachers, so the committee says. 500 guides are being trained to answer any questions that a visitor may ask. These guides will be in evidence from the time the teachers arrive until they leave. The people of Portland are delighted to have the National Convention of Teachers come to their city and will leave nothing undone in trying to make all visitors enjoy themselves.

Portland is said to be one of the healthiest cities in the United States. Its water supply comes from the glaciers of Mt. Hood, cold and refreshing, and is the purest drinking water furnished any city in the country.

Portland is one of America's most beautiful cities. It is a city of roses, and we are told that miles and miles of rose hedges bloom much of the year. In July these roses will be at their best and millions of them will be in bloom, filling the air with fragrance and making the city ready to receive its visitors and guests.

But the pride and boast of Portland City is its Public School system. Half of the schools are organized on the two group plan, an adoption of the Gary System. Credit on school work is given for outside instruction in music and art received from accredited teachers. The high character and the wide

## SUMMER SCHOOL

You are looking for first-class instruction. You want thorough training under scholarly instructors who know how to teach.

As evidence of the type of instruction given at Peabody College, consider what is offered in **English** during the Summer Quarter of 1917.

**Dr. R. C. Beale.** Teaching of High School Composition, and Teaching of High School Literature.

**Dr. D. S. Fansler.** General Survey of English Literature from Shakespeare to Tennyson, Modern Dramatists, and Types of Literature.

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## TABLE OF CONTENTS

	Pages
<b>NOTES</b>	
Notes .....	1-2
<b>OFFICERS</b>	
General Officers and Committees for 1917 .....	3-4
<b>PROCEEDINGS AND ADDRESSES—DEPARTMENT SESSIONS</b>	
<b>Educational Council</b>	
Proceedings and Officers .....	5
Revision of the Article on Education in the Missouri State Constitution, <b>Dr. Isidor Loeb</b> , Columbia .....	5-10
<b>Department of Rural Schools</b>	
Proceedings and Officers .....	10
Community Awakening, <b>Belva Cuzzort</b> , Washington, D. C. ....	10-11
Making the School the Community Center, <b>Oakland Maupin</b> , Wakenda .....	11-12
Making the School the Community Center, <b>Ruth Lowry</b> , Warrensburg .....	12-14
<b>Department of School Administration.</b>	
Proceedings and Officers .....	14-15
Supervision of High School by the City Superintendent, <b>G. H. Beasley</b> , Liberty .....	15-19
Standard Tests as an aid in Supervision, <b>Carter Alexander</b> , Nashville, Tenn. ....	19-27
<b>Department of Teachers of Education.</b>	
Proceedings and Officers .....	27-28
Demonstration Lessons, <b>Jayne Wilkinson</b> , Huntsville .....	29-30
Deficiencies in Teacher-Training Students Observed from Grading Teacher-Training Examination Papers, <b>A. S. Boucher</b> , Dexter....	30-31
Demonstration Lessons For Teacher-Training Pupils, <b>Grayce Scott</b> , Eldon .....	31-32
Planning the Four Year High School Course for Teacher-Training Pupils, <b>C. F. Daugherty</b> , Bethany .....	32-34
Suggestions for making the Teacher-Training Room Serve as a Model for Rural Schools as to Decoration, Pictures, Devices, Library, etc., <b>Lillian Shock</b> , Holden .....	34
How To Use the State Course of Study and Acquaint Teachers-Training Pupils With Material Suggested in the Course, <b>Nellie M. Mack</b> , Lexington .....	35-36
Observation of Teaching and Practice Teaching in Rural Schools, <b>Minnie Snellings</b> , Columbia .....	36
Grading Systems Used in Teacher-Training High Schools, <b>P. P. Calaway</b> , Jefferson City .....	37-39
<b>Department of Elementary Schools.</b>	
Proceedings and Officers .....	40
English in the Upper Classes, <b>Supt. Jas. N. Hanthorn</b> , Lee's Summit .....	40-42
The Value of Scientific Tests in the Elementary Schools, <b>Chas. S. Parker</b> , Kansas City .....	42-45
<b>Department of Geography.</b>	
Proceedings and Officers .....	46
Geography in the Junior High School, <b>C. E. Marston</b> , Springfield....	46-47
The Status of Geography Teaching in the Elementary Schools in the Smaller Cities of Missouri, <b>Supt. C. H. Hitchborn</b> , Slater....	47-50
<b>Kindergarten and Primary Department.</b>	
Proceedings and Officers .....	50
Some Present Day Aspects of Early Elementary Education, <b>Allice L. Shalleross</b> , St. Louis .....	51-53
An Elementary School Curriculum for Today, <b>J. L. Meriam</b> , Columbia .....	53-54
<b>Department of Reading and Public Speaking.</b>	
Proceedings and Officers .....	55-56
Oral English in the High School, <b>J. Hamilton Lawrence</b> , Parkville .....	56-57
A Campaign for Better American Speech, <b>Clarence Stratton</b> , St. Louis .....	57-58
Oral English in the Grammar Grades, <b>Frederick M. Tisdell</b> , Columbia .....	58-59
<b>Department of Music.</b>	
Proceedings and Officers .....	60-61
Music in the High School, <b>Armand R. Miller</b> , St. Louis .....	62-64
<b>Missouri Parent-Teacher Department.</b>	
Proceedings and Officers .....	64-65
New Times Bring New Problems, <b>M. V. O'Shea</b> , University of Wisconsin, Madison, Wisconsin .....	65-67
The Moral Effect of a Parent-Teacher Association Upon the School <b>Lydia D. Montgomery</b> , Sedalia .....	67-69

## BULLETIN

	Pages
<b>Department of Secondary Schools.</b>	
Proceedings and Officers .....	69
How to Utilize the School Activities to Motivate the Class-Room Work in the High School, <b>G. W. Diemer</b> , Excelsior Springs...	70-71
<b>Department of Teachers in English</b>	
Proceedings and Officers .....	71
Report of the Meeting of the National Council of Teachers of Eng- lish, (Synopsis), <b>V. C. Coulter</b> , Warrensburg .....	72
<b>Department of Teachers of History and Government.</b>	
Proceedings and Officers .....	72-74
<b>Departments of Teachers of Mathematics and Science.</b>	
Proceedings and Officers .....	74-75
Two Years of Chemistry in High School, <b>R. W. Hibbert</b> , Hannibal	75-76
Some Observations on General Science with a Sub-Freshman Class, <b>J. H. Eckelberry</b> , Tarkio .....	76-78
What is Practical Mathematics and to What Extent Shall High School Mathematics be Practical, <b>Mary Drake</b> , Carthage .....	78-80
Teaching of Agriculture in the High School, <b>H. L. Jones</b> , Desloge....	80-84
<b>Department of Classics.</b>	
Proceedings and Officers .....	84
What is the Matter With Latin in the High School, <b>W. W. Charters</b> , Columbia .....	84-85
<b>Department of Applied Arts and Sciences.</b>	
Proceedings and Officers .....	85-86
The Significance of Handwork in Art Education, <b>Ella Victoria Dobbs</b> , Columbia .....	86-87
The Future of the Department of Applied Arts and Sciences, <b>Ella Victoria Dobbs</b> , Columbia .....	87-89
<b>Department of Libraries.</b>	
Proceedings and Officers .....	89-91
An Experiment in School and Library Co-operation, <b>Frances E. Bowman</b> , St. Louis .....	91-92
<b>Folk-Lore Department.</b>	
Proceedings and Officers .....	92-93
<b>Department of Commercial Training.</b>	
Proceedings and Officers .....	93-94
A Survey of Commercial Education in Missouri, <b>Paul S. Lomax</b> , Columbia .....	94-97
<b>Missouri State School Peace League.</b>	
Proceedings and Officers .....	97
The Enforcement of International Peace, <b>J. E. Wrench</b> , Columbia....	97-98
<b>Department of Universities, Colleges, and Normal Schools.</b>	
Proceedings and Officers .....	98-99
<b>N. E. A.</b>	
National Education Association, <b>Tillie C. Geeks</b> , St. Louis.....	99-100
Portland and the N. E. A., <b>W. H. Martin</b> , Kansas City.....	101-102
Table of Contents .....	103-104

### ADVERTISEMENTS.—

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